



Together we succeed; Today we achieve

## NEW MARSKE PRIMARY SCHOOL AND BLOSSOM TREE NURSERY

### Safeguarding Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. The rights specifically supported by this policy include

- **Article 12: The right to be heard and have views taken seriously**
- **Article 19: The right to be protected from all forms of violence**
- **Article 28: The right to an education**
- **Article 36: The right to be protected from exploitation**

**Review date: Spring 2016**

**Renew date: Spring 2017**

New Marske Primary School and Blossom Tree Nursery recognises its responsibility for Safeguarding.

Within this policy Safeguarding is regarded as the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

This policy applies to all staff, governors and volunteers working in school and focuses on 6 main elements;

- **Staff recruitment and selection – ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.**
- **Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.**
- **Developing and implementing procedures for identifying and reporting cases of suspected cases of abuse.**
- **Supporting children/families who have a child protection plan.**
- **Establishing a safe environment in which children can learn and develop happily.**
- **Describes the actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values or opinions or behaviours which are contrary to these fundamental values and the ethos of the school.**

New Marske Primary School, Birkdale Road, New Marske, Redcar, TS11 8BN

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We recognise that because of the day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse and staff in school will therefore:

- **Report inappropriate behaviour, activities or comments to the designated staff member.**
- **Establish and maintain an environment where children feel secure, encouraged to talk and are listened to.**
- **Ensure that children know that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response.**
- **Include in the curriculum opportunities for children to develop the skills they need to recognise and stay safe from abuse.**

Staff in New Marske Primary School and Blossom Tree Nursery will follow the Redcar and Cleveland Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse, (these can be found at <http://www.redcar-cleveland.gov.uk/safeguarding>).

#### **As a school we will:**

- Ensure that we have a designated safeguarding lead as well as a deputy designated safeguarding lead.
- **Designated Safeguarding Lead (DSL):** Mr J. Dooris Head Teacher
- **Deputy Designated Safeguarding Lead (DDSL):** Miss L. Cuthbert Reception Teacher
- Ensure that the designated teacher receives specialist safeguarding training, refreshed every two years. This is carried out by the LSCB and the Educational Safeguarding Consultant employed by the school.
- Ensure that the whole staff receive Generalist Safeguarding training every three years. Recent whole staff training was carried out on
  - **Whole School: September 20<sup>th</sup> 2016: The focus of this training was the new Keeping Children Safe in Education(2016) document**
- Ensure that new staff have read the safeguarding policies and procedures for the school and know who the designated member of staff is, including how to contact them and know what to do if they are concerned.
- Ensure that the governors of New Marske Primary School are aware of their responsibility to safeguard the welfare of pupils in the school.
- Ensure that every member of staff, (including volunteers and governors) knows who the designated teacher is and where to find them to pass on information or concerns.
- Ensure that all members of staff are aware of how to log incidents into the Child Protection and Online Management System (CPOMS) and ensure that all staff use this system to log concerns.
- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in cases of abuse or suspected abuse, including to views of an extremist nature.
- Ensure that parents understand the school's responsibilities in relation to safeguarding by setting out these obligations in the school prospectus, making the policy available to parents on request and on the school's website.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Maintain an accurate system for securely holding safeguarding and child protection documentation.
  - All records will be kept in the filing cabinet in the office kitchen
  - The key to the file will be contained within the safe in the office kitchen. The combination to the safe is known by:

- **J Dooris**                    **Head Teacher and designated safeguarding lead**
- **S. Hill**                        **Deputy Head Teacher and SENCo**
- **L. Cuthbert**                **Reception teacher and deputy designated safeguarding lead**
- **M. Rafferty**                **SBM and Designated Safeguarding Governor**

- Current child protection case details are contained in the top drawer, historic cases in the middle drawer, with SENCo information being help in the bottom drawer.
- All incidents regarding safeguarding will be recorded using the Child Protection and On Line Management System (CPOMS)
- Keep accurate written records of concerns on children even where referral is not appropriate immediately. These records will be recorded using CPOMS.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks in accordance with HR policies and practises.
- Ensure safe recruitment practices are always followed by all staff and governors in recruitment of all staff and volunteers.
- Ensure that at least one member of an interview panel in school has taken part in ‘Safer Recruitment’ training.
- Follow the Local Authority guidance on reporting and tracking lost pupils (see missing pupils procedure via link: Directorates and Services/Children and Families/ Our Services/Safeguarding and Child Protection/Revised Missing Pupils Procedure).
- Ensure that this policy on Safeguarding is reviewed annually by governors and senior staff and is in line with the Redcar and Cleveland Council’s policy.
- Ensure that bi-annual audits of the Safeguarding and Child Protection procedures take place with the school’s safeguarding consultant, with areas to improve the systems acted upon.
- Ensure that the designated safeguarding lead and deputy designated safeguarding lead take part in termly ‘supervision’ with the school’s Safeguarding consultant.

### **Support for Children**

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support pupils through:

- ***The content of the curriculum, which is supported by the principles of the United Nations Conventions on the Rights of as Child.***
- ***The implementation of the school’s Assembly timetable ensuring that safeguarding issues are an integral part of the school timetable. This will ensure that information about E-Safety, Child Sexual Exploitation, Fundamental British Values and other key aspects of Safe Guarding are delivered to children regularly and consistently.***
- ***The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.***
- ***The School’s Behaviour and Attendance Policies, which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.***
- ***Liaison with other agencies that support the pupil such as Social and Health Care, Early Help, the Education Welfare Service, Parental Support Worker, the Educational Psychology Service, CAMHS, Locality Co-ordinators, Chanel panels and Operation Encompass etc.***

- ***Ensuring that, when a pupil subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.***

It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies, i.e. Behaviour Policy, Bullying Policy, Restraint Policy etc.

### **Role of the Governing Body**

The Governors of New Marske Primary School undertake the regularly review both safeguarding related policy and procedures that operate in our school. As of September 2016, the governors responsible for Safeguarding are:

- |                       |                         |                                  |
|-----------------------|-------------------------|----------------------------------|
| • Mrs Yvonne Joy      | Chair of Governors      | Child Protection Governor        |
| • Mrs Peggy Rafferty  | School Business Manager | Designated Safeguarding Governor |
| • Mrs Alison Harrison | Governor                | Designated Safeguarding Governor |

Governors have a crucial role in monitoring and challenging school staff on the effectiveness of safeguarding arrangements and will report to the Local Authority annually on these safeguarding arrangements.

### **Safeguarding Procedures in Redcar and Cleveland**

Any concerns that a member of staff has about the safety of children should be brought to the attention of the DSL (***John Dooris: Head Teacher***) or the DDSL (***Lyndsey Cuthbert: Reception Teacher***). This concern should be logged as soon as practicably possible in CPOMS.

This concern will immediately be sent to the DSL who, after evaluating the concern, will inform the member of staff logging the concern about the action. Any other relevant person who needs to be contacted at this stage will also be informed of the incident and the action.

A safeguarding concern could be about a number of issues. These could include:

- ***Abuse or suspected abuse***
- ***bullying including cyberbullying – including peer on peer abuse\****
- ***children missing education***
- ***child missing from home or care***
- ***child sexual exploitation (CSE)***
- ***domestic violence***
- ***drugs***
- ***fabricated or induced illness***
- ***faith abuse***
- ***female genital mutilation (FGM)***
- ***forced marriage***
- ***gangs and youth violence***
- ***gender-based violence/violence against women and girls (VAWG) – including peer on peer abuse\****
- ***hate***
- ***mental health***
- ***missing children and adults***
- ***private fostering***
- ***preventing radicalisation***

- **relationship abuse**
- **sexting – including peer on peer abuse\***
- **trafficking**

\*Peer on peer abuse is regarded as:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

### **Categories of abuse or areas of safeguarding concern**

The table below outlines the four main categories of abuse as defined by the Department for Education's 'Keeping Children Safe in Education' document 2016. Staff should be aware that the possible indicators are not definitive and that some children may present these behaviours for reasons other than abuse.

<b>Type of Abuse</b>	<b>Possible Indicators</b>
<p><b>Abuse</b> A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.</p>	See below
<p><b>Neglect</b> The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 12 clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or</p>	<p>Obvious signs of lack of care including:</p> <ul style="list-style-type: none"> <li>• Problems with personal hygiene</li> <li>• Constant hunger</li> <li>• Inadequate clothing</li> <li>• Emaciation</li> <li>• Lateness or non-attendance at school</li> <li>• Poor relationship with peers</li> <li>• Untreated medical problems</li> <li>• Compulsive stealing and scavenging</li> <li>• Rocking, hair twisting, thumb sucking</li> <li>• Running away</li> <li>• Low self-esteem</li> </ul>

<p>unresponsiveness to, a child's basic emotional needs.</p>	
<p><b>Physical Abuse</b> A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>	<ul style="list-style-type: none"> <li>• Physical signs that do not tally with the given account of occurrence/conflicting or unrealistic explanations of cause/repeated injuries/delay in reporting or seeking medical advice.</li> </ul>
<p><b>Sexual Abuse</b> Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Displays or affection which are sexual and age inappropriate</li> <li>• Tendency to cling or need constant reassurance</li> <li>• Tendency to cry easily</li> <li>• Regression to younger behaviour – eg thumb sucking, acting like a baby</li> <li>• Unexplained gifts or money</li> <li>• Depression and withdrawal</li> <li>• Wetting/soiling day or night</li> <li>• Fear of undressing for PE</li> </ul>
<p><b>Emotional Abuse</b> The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them</p>	<ul style="list-style-type: none"> <li>• Rejection, Isolation, child being blamed for actions of adults, child being used as carer for younger siblings, affection and basic emotional care giving/warmth persistently absent or withheld.</li> </ul>

or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

## **Other Safeguarding Concerns**

### **Child Sexual Exploitation**

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receives 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/or others performing on them sexual activities. Child Sexual Exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of age, gender, intellect, physical strength and or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice, resulting from their social/economic and or emotional vulnerability.

### **Domestic abuse**

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse. New Marske Primary School is part of Cleveland Police's Operation Encompass programme which will inform schools the morning after any incidents of domestic abuse have been attended to by police, with pupils of New Marske present. Following any notification from Operation Encompass, the 'Lead Adult' (Miss Fiona Richmond), will enter details into CPOMS, notifying the DSL, who will take further action.

### **Forced Marriage**

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Although the school is in a predominantly white, working class area, where issues of forced marriage are not particularly prevalent, it is sensitive to differing family patterns, lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and New Marske Primary School Policies. As with forced marriage, the school recognises that even though New Marske is not an area where issues of FGM are prevalent, changes to the racial, ethnic and cultural traditions of an area do not exclude these events happening in the future. This will mean that staff will need to be aware of this area and a potential safeguarding issue.

Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

### **Preventing Radicalism and Violent extremism**

New Marske Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. New Marske Primary School seeks to protect its pupils and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

New Marske Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. If specific safeguarding concerns are raised in this area, contact can be made with the Prevent Team on 01642 302028, 01642 303397, 01642 301332 or 101 or email via [Prevent.contest@cleveland.pnn.police.uk](mailto:Prevent.contest@cleveland.pnn.police.uk)

### **E-Safety**

New Marske Primary School has an E-Learning Policy which recognises that E-safety is a safeguarding issue not an ICT issue and includes safety at home as well as in school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and New Marske Primary School has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of New Marske Primary School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

New Marske Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

## Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes
- dirties
- pic for pic.

New Marske Primary School take any issues to do with sexual abuse very serious this could involve child sexual exploitation,

The school's initial response to any issue to do with sexting will be in line with the school's safeguarding. Any incident will be referred to the DSL as soon as possible. The DSL will hold an initial review meeting with appropriate school staff with subsequent interviews with the young people involved (if appropriate).

Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately. If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed, this will be carried out in the presence of at least two members of staff – preferably the DSL and DDSL.

## Dealing with Disclosures

**If a pupil asks to speak to you about a problem do *not* promise confidentiality, but explain that it may be necessary to consult a senior colleague.**

### RECEIVE

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

### REASSURE

- Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### REACT

- React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Don't ask leading questions – keep the open questions eg 'is there anything else you want to say?'
- Do not criticise the perpetrator; the student may have affection for him/her.

- Explain what you will do next – inform designated teacher, keep in contact.

## **RECORD**

- If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.
- Try to record what was actually said by the student rather than your interpretation of what they are telling you.
- Record the date, time, place and any noticeable nonverbal behaviour. These recordings should be made on CPOMS

## **REPORT**

- Report the incident to the designated safeguarding lead and do not tell any other adults or students what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

After considering all of the evidence, the designated safeguarding lead will decide on the most appropriate course of action for the incident. This could involve no action, with the incident being recorded as a concern; contact made with parents to discuss the issue (if appropriate), a referral to Early Help (see appendix one) or a referral to Social Care.

### **Record Keeping**

The designated safeguarding leads are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place.

The impact of this policy on staff workload has been considered.

## **Other Safeguarding Procedures**

### **Recruitment**

All staff must have CRB clearance, now known as DBS clearance, before they can work with children. Parents and volunteers who work with children must also have DBS clearance. As established in the Volunteer Policy, all volunteers who work with children in areas where they could be unsupervised, will require a DBS check. All staff working within school will complete a Disqualification by Association form, detailing if a member of staff is living with someone who could be disqualified from working with children or vulnerable adults.

### **Supervision in school**

The Head Teacher is the designated health and safety representative, although all members of staff have a duty of care to ensure the safety of children on and off site. The Head Teacher and staff carry out risk

assessments of all teaching and non teaching areas annually. Risk assessments are kept in the office. Staff must inform the Head Teacher of any concerns that they have.

Teachers supervise pupils before the start of the teaching day and during the morning break. Lunch time Supervisors are responsible for supervision of pupils during the lunch time break.

At the end of the teaching day pupils in the Blossom Tree Nursery, Foundation Stage and Key Stage 1 are released to their parents or carers by the class teacher. Pupils in Key Stage 2 are dismissed in class and meet their parents on the playground or walk home unsupervised. Pupils who are not collected promptly wait outside the office for parents or carers to arrive. Contact numbers for parents are kept in the office.

### **Visits**

Teachers must inform the Head Teacher of any off site visits they intend to make. When the trip has been approved by the Head Teacher the teacher should make a preliminary visit to assess the suitability of the site and identify any possible risks or hazards. A risk assessment should be completed and shown to the Head Teacher. A letter must be sent to parents, well in advance of the trip, outlining details of the visit and asking for permission to take their child/ren off site. Day visits require an adult pupil ration of at least 1: 5 for pupils in the Foundation Stage and Key Stage 1 and 1:10 for pupils in Key Stage 2. For smaller groups, in addition to the teacher, a minimum of two adults must be present.

### **Residential Visits**

The same procedures exist for residential visits. Additional arrangements include:

- Ensuring the group is insured
- informing parents of the itinerary during a school based meeting
- the supervision of medicines.

Teachers must inform the LA Education Visits Panel. Risk assessments from the residential centre must be obtained. All residential visits must be authorised by the head teacher, with any documentation submitted to the LA Educational Visits Panel provided to the Governing Body for approval.

### **Medicines**

Whenever possible medicines should be administered by parents at home. If medicines are required to be administered in school, they can be administered by first aiders. All medicines will be stored in a separate refrigerator in the staffroom.

Staff should familiarise themselves with pupils who are known to have allergies or known medical conditions ie allergic reactions, diabetes, asthma and should be prepared to administer treatment if necessary. Staff are not allowed to administer non-prescription medicines.

### **Staff Training**

All staff and governors at New Marske Primary School and Blossom Tree Nursery receive Safeguarding training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB). Training also covers areas such as 'signs and symptoms' and 'internet safety'.

Newly appointed staff receive training as part of their induction programme and attended specific courses run by the Child Protection Officer for Education within the local authority or the Educational Safeguarding Consultant.

Staff at New Marske Primary School and Blossom Tree Nursery will also undertake E-Learning courses promoted by the LSCB.

### **Mobile Phones**

The school recognises the importance of being able to communicate and acknowledges that the mobile phone is a useful tool. Mobile phones are not to be used during contractual hours. Mobile phones can be used during

break and lunchtimes when not on duty – this is for making and receiving calls. If staff need to be contacted outside of those times, they need to be contacted via the school office. It is the teacher’s individual responsibility to ensure that their belongings are stored safely. During school visits and journeys staff are encouraged to have their phones with them or to carry the school’s number at all times for Health and Safety reasons so that they are contactable for school reason only. Personal mobile phones must never be used to record images of the children. School ipads should be used for this purpose.

#### References

- Working together to Safeguard Children 2015
- Keeping Children Safe in Education September 2016
- Safeguarding children: Safe Recruitment and Selection in Educational Settings
- Section 175 of the Education Act 2002
- South Tees Local Safeguarding Children Procedures (LSCB)
- Procedure for Managing Allegations against Staff, Carers and Volunteers – South Tees LSCB
- Safeguarding Children and Safer Recruitment in Education (2006)
- Counter terrorism and Security Act 2015
- The Children Act 2004 (Every Child Matters)
- What to do if you’re worried a child is being abused (2003)
- Sexting in Schools resource Pack (2016)
- Staff Disciplinary Policy
- Staff Recruitment Policy

***Head Teacher***

***John Dooris***

***Chair of Governors***

***Yvonne Joy***

Appendix 1: Early Help flow chart.

1

