THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST

Child Protection Policy

Consultation	Local Governing Bodies
Review Cycle	Annual
Date Approved	Jul 2017
Approved By[1]	SGET Board of Directors
Next Review Date	Jul 2018

---

[1] This policy can be amended at any time in line with any statutory changes or changes adopted by the Shropshire Safeguarding Children Board (SSCB)

Contents

1.0 Background

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016. It is based upon documentation and guidance issued by Shropshire Council and should be read in conjunction with the following policies as appropriate:

- Anti-bullying and discrimination
- PSHE
- Drugs
- Confidentiality
- Behaviour and Attendance
- Special Needs
- Health and Safety
- Safe Recruitment
- Physical intervention
- E-safety
- Management of Allegations
- Intimate Care
- Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage
- Medical Needs
- Staff conduct policy (Code of Conduct)
- Whistle Blowing
- Preventing Radicalisation and Extremism in Schools

The Shropshire Gateway Educational Trust has a duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 and 2004 by:

- creating and maintaining a safe learning environment for children and young people; and,

- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

2.0 Introduction

Within the Shropshire Gateway Educational Trust (SGET), the directors, governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe in Education 2016

The aims of this policy are to:

- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence.

- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

- Confirm the structured procedures to be followed by all members of the school community is cases of suspected harm or abuse.

- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.

- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.

3.0   Responsibilities

3.1   Directors

Directors are responsible for an overview of Safeguarding arrangements for all of its schools and for ensuring that the requirements set out in this policy implemented within each school, Directors are responsible for ensuring that:

- Schools have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.
- Trust schools contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- There is clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.
- A senior member of staff takes leadership responsibility for safeguarding arrangements within each school.
- A culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback.
- There are procedures in place to handle allegations against other children.
- There arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB).
- Schools ensure safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children.
- All staff members should also receive appropriate child protection training which is regularly updated and designated leads trained every two years.
- Staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;

- Staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.
- All Trust schools have to be compliant with the requirements of the LSCB, In Shropshire this includes regular auditing of child protection procedures.

3.2   Local Governing Bodies

Each Local Governing Body within the Trust is responsible for ensuring that:

- There is a named and trained link governor with responsibility for Child Protection and Looked After Children. (See Appendices iii to vi)

- A member of the local governing body nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher (See Appendices iii to vi)

- The school implements the Trust's Safeguarding Policies (Child Protection Policy, Staff Behaviour, Safe Recruitment etc.)

- At least one member of an appointing panel will have attended safer recruitment training

- A member of staff of their school's leadership team has been appointed to the role of designated safeguarding lead.

- The school keeps an up to date single central record.

- Adequate resources are committed to child protection and the staff and governor training profile.

- It is recognised that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff).

- The child protection policy is available to parents on request.

3.3   The Head teacher

Each Headteacher is responsible for ensuring that:

- The policies and procedures adopted by the Board of Directors are followed by all staff.

- The policy is available publicly.

- Designated staff review the six monthly updates of the SSCB procedures and that any amendments required to bring the policy in line with the latest requirements are made known to the Headteacher and/or Board of Directors.

- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.

- A list of all staff and volunteers, and their safeguarding training dates is maintained.

- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.

- He or she undergoes child protection training which is updated regularly, in line with advice from the LSCB.

3.3.1 Allegations against the Headteacher

Where an allegation is made against the Headteacher or principal this should be referred to the Chair of Governors as well as the Local Authority Designated Officer (LADO) 0345 6789021 or email lado@shropshire.gov.uk.

The role of the Chair of Governors shall include:

- Advising the Chair of the Board of Directors

- Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

3.4 Trained designated leads (Headteacher/Senior Managers) for Child Protection

Leads for Child protection within each of the Trust's schools are identified at See Appendices iii to vi and will:

- Have their roles explicitly defined in their job descriptions.

- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

- Undergo updated child protection training every two years.

- Liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm.

- Ensure that where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO).

- Be able to access the contents of the SSCB procedures and Personnel procedures (on Shropshire Learning Gateway) updated and make these accessible to all staff.

- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children.

- Support staff who attend strategy meetings and/or case conferences

- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate

- Ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'

- Ensure that written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF).

- Ensure that all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/designated leads.

- Ensure that pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.

- Ensure that all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted.

- Ensure that the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.

- Ensure that phone calls about absences are similarly logged and dated.

- Ensure that records are monitored for patterns and appropriate action is taken.

- Ensure that where there are existing concerns about a pupil, and they transfer to another school in this authority, the information held e.g. an EHAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school.

- Ensure that where a pupil has a child protection plan and transfers to another school or college:

  o the designated lead of the new school/college for safeguarding should be informed immediately;

  o their child protection file is transferred as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained;

  o or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority which has not yet been identified.

3.5 All Staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies.

- Ensure that if they are unsure they should always speak to the designated lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

- Be alert to signs and symptoms of harm and abuse (highlighted in Appendix 1)

- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act.

- Know what and how to record concerns.

- Undergo child protection training which is updated regularly, in line with advice from the SSCB. (Whole staff training every three years)

- Be fully aware of the contents and principles of KCSIE 2016.

- Maintain an attitude of 'it could happen here'

4.0 Immediate response when a pupil discloses

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it;

- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them.

If a disclosure is made,

- accept what the pupil says ;

- stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate;

- use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?";

- be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?";

- acknowledge how hard it was for the pupil to tell you;

- do not criticise the perpetrator, the pupil might have a relationship with them;

- do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now.

5.0   Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.

- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Alternatively use a 'body map' to indicate which area of the body has injuries/bruises. Do not take photographs

- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').

- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

- When information is being accumulated prior to possible referral a chronology of events will be started

- The DSL will regularly review all CP chronologies to decide if the accumulation of events is having a detrimental impact on the child and must be referred to Compass.

6.0   Supporting pupils

The staff and trustees recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.

We recognise that schools within the trust might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

School within the trust will support all pupils by:

- Discussing child protection cases with due regard to safeguarding the pupil and his or her family.
- Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures.
- Encouraging self-esteem and self-assertiveness.
- Challenging and not condoning aggression, bullying or discriminatory behaviour.
- Promoting a caring, safe and positive environment.
- Accessing an interpreter if required to ensure the voice of the child is heard

7.0   Confidentiality

A pupil's views will be considered by the school's designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

The personal information about all pupils' families is regarded by those who work with the trust as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality

Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- They cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep them or other pupils safe.
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, of if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

8.0   Working with parents/carers

Parents and carers play an important role in protecting their children from harm.

In most cases, schools will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Initial Contact Team.

Where there are any doubts, the school's designated lead should clarify with Initial Contact Team whether, and if so when and by whom, the parents should be told about the referral.

The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

> *"Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs.*

This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs". WT 2015

Schools will aim to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. Schools may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

The governors included the above paragraph on the school website where parents can access links to all relevant policies.

9.0   Specific safeguarding issues

To ensure that pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2016 and SSCB procedures at http://www.safeguardingshropshirechildren.org.uk

Member Schools are to ensure that the designated lead is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- 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)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

Keeping Children Safe in Education 2016, lists a range of specific safeguarding issues, these are encompassed in Shropshire Safeguarding Children Board Procedures, within section 2 (Children in Specific Circumstances)

http://westmerciaconsortium.proceduresonline.com/chapters/contents.html?zoom_highlight=specific+safeguarding#safe

Children Missing Education

We believe that all children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. We know that effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. We have procedures in place to ensure that children missing education are identified quickly and dealt with appropriately.

9.1   **Peer on Peer Abuse**

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation, some forms of peer on peer abuse are:

- **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. Many rituals involve humiliation, embarrassment, abuse, and harassment

- **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual

- **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is vital that staff with the Shropshire Gateway Educational Trust understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole.

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision making.

10.   Protecting children from radicalisation

The SGET promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The trust promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Government guidance on radicalisation is followed; this is available for all staff in the Safeguarding section of Shropshire Learning Gateway.

We have a duty to report concerns around radicalisation and the Prevent Duty as laid out in our separate 'Preventing Extremism and Radicalisation' policy.

11.0   Professional development

Trustees:

- Recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.

- Ensure staff are given mandatory induction, which includes familiarisation with the child protection policy, staff behaviour policy, and that the Designated leads in the school know their responsibilities and procedures to be followed.

- Require all staff read at least part one of Keeping Children Safe in Education 2016

- Monitor training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date.

All of the above needs to be reported to trustees by:

- A report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- A training register kept to indicate when staff and governors have been trained including safer recruitment and this in turn informs the annual report to governors.
- A copy of the above reports being sent to the Board of Directors.

12.0   Prevention in the Curriculum

The trust recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes
- Recognise and manage risks in different situations and how to behave responsibly
- Judge what kind of physical contact is acceptable and unacceptable
- Recognise when pressure from others (including people they know) threatens their
- Personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- Use assertiveness techniques to resist unhelpful pressure.
- Internet Safety

13.0   Safeguarding children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

14.0   Safeguarding children who are Looked After

 KCSiE 2016 has been amended to reflect the importance of the designated teacher working with the virtual school head on how funding can best support the progress of a Looked After Child.

The designated safeguarding lead has details of the child's social worker and the name of the virtual head. They work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

<div align="right">**Appendix I – Reporting Concerns**</div>

Reporting Concerns

If you think a child or young person is being harmed or is at risk of being harmed then you must contact Children Services and tell them your concerns.

It might be you that is being harmed. Do not delay, please contact us straight away - we are here to help you.

You can report your concerns through Shropshire's First Point of Contact on 0345 678 9021.

If you need to report concerns out of office hours then please contact the Emergency Duty Team on 0345 6789040.

You can also speak to:

Protecting Vulnerable People (West Mercia Police): 0300 333 3000

NSPCC: 0800 800 5000

Childline: 0800 1111

New legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Radicalisation and the Prevent Duty**
  The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:

    - democracy
    - the rule of law
    - individual liberty
    - mutual respect
    - tolerance of those of different faiths and beliefs

If a member of staff has a concern about a particular pupil/s they should follow the school's/settings normal safeguarding procedures, including discussing with the school's/settings designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should contact West Mercia Prevent Team:

DS Phillip Colley 01386 591835

DC Jamma Greenow 01386 591825

DC Gary Shepheard 01386 591816

PC Manjit Sidhu 01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk

The SGET recognises that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

- Staff being distracted from their work with children

- The use of mobile phones around children

- The inappropriate use of mobile phones

Ensuring the Safe and Appropriate Use of Mobile Phones

SGET allows staff to bring in mobile phones for their own personal use. However, they must be kept in their lockers at all times and are not allowed to be used in the toilets, changing rooms or in the play areas at anytime. If staff fail to follow this guidance, disciplinary action will be taken in accordance with Trust policy. If staff need to make an emergency call, they must do so either in the main or headteachers office. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/schoolgrounds. There are digital cameras and tablets available within the nursery/school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery/school.

Members of staff may only contact a parent/carer on school approved mobile phones.

Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to bring mobile phones in to the premises. If they wish to make or take an emergency call they may use either the main or the headteacher's office. Volunteers or visitors are not permitted to take photographs or recordings of the children without the headteacher's permission.

Important contact details of the children are kept on the schools mobile phone in case of an emergency.

Appendix iii – Clee Hill Community Academy

The trained designated leads (headteacher/senior managers) for child protection is:

Designated Lead:	Ceri Little
Deputy Designated Lead:	Sian Pugh
Prevent Leads:	Ceri Little & Sian Pugh
Child Protection Link Governor:	Carla Everall
Looked After Children Governor:	Alison Martin

Appendix iv – Cleobury Mortimer Primary School

The trained designated leads (headteacher/senior managers) for child protection is:

Designated Lead: Carmel Mayfield

Deputy Designated Leads: Elizabeth Hector, Matt Dawes

Prevent Leads: Carmel Mayfield, Elizabeth Hector, Matt Dawes

Child protection link governor: Jane Weaver

Looked after children link governor: Jane Weaver

Appendix v – Lacon Childe

The trained designated leads (headteacher/senior managers) for child protection are:

Darren Reynolds

Designated Lead: Angela Cole

Deputy Designated Leads: Sian Ebbage, Lyn Broom, Cella Riley, John Alton, Kara Guise, Tim Stiles

Child protection link governor: Rob Edwards

Date of training: November 2016

Looked after children link governor: Rob Edwards

Whole staff level 1 training completed Sept 2015

CHAT training for TAs Summer 2016

Whole staff Prevent training Feb 2016

Appendix vi – Stottesdon C of E Primary

The trained designated leads (headteacher/senior managers) for child protection is

Designated Lead:	Katie Jones
Deputy Designated Lead:	Tracy King
Child protection and Looked After Children Link Governor:	Sarah Price

Appendix vii - Equality impact assessment screening form

Section one: screening for impact	
Name of policy	Child Protection Policy
Project lead completing assessment:	Matt Hayes
Position:	Business Manager

1. What is the main purpose of the strategy/project/policy?

Concerns how the trust and its schools manage Child Protection and how they meet the requirements set out in the Keeping Children Safe in Education document.

2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.

Children, Staff, Parents/Carers and Trustees

3. Use the table to show:

■ Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this.

■ Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.
Disability			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.
Gender			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.

Gender identity			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.
Sexual orientation			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.
Race			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.
Religion or belief.			✓	It has not been possible to identify anything within the policy that could possibly result in a negative impact for this group of people.

4.	If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)		Yes ☐	No ☐
Intended?		Yes ☐	No ☐
Level of impact?		High ☐	Low ☐

If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.

5.	Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?
No	

6.	If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.
No	

7.	Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).
No Changes	

Signed:	Date: