Safeguarding Policy

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<th>Policy previously reviewed by the Full Governing Body</th>
<th>Infant-March 2018</th>
<th>Junior-September 18</th>
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<td>Policy last reviewed, ratified and adopted by Full Governing Body</td>
<td>October 2019</td>
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<td>Policy / Document due for review</td>
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Diversity-Opportunity-Respect -Moral Values-Empathy-Resilience-Success

Learning for Life
Dormers Wells Infant & Junior School
Safeguarding Policy

Key Personnel
Lead DSL: Toni George
Deputy DSLs: Rabia Cornelius, Nicola Simpson, Peter Simpson
LAC Designated Teacher/DSL: Joanne Dear
Safeguarding Governor: tbc

Our Policy
Every school must have a Child Protection Policy (referred to as the school’s Safeguarding Policy). This policy is to ensure that our school has effective measures in place to safeguard children from the potential risk of harm and that the safety and wellbeing of children are the highest priority in all aspects of our school’s work. Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop. We will cross reference to other policies relevant to our safeguarding in the school and make reference to them in this policy where relevant.

AIMS/OBJECTIVES
- To encourage all children towards a positive self image.
- To provide a model for open and effective communication between children, all staff and parents.
- To develop an environment of trust and security between adult and child within the school, this will allow children to feel able to discuss sensitive issues with staff. We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views and ensure that the child’s voice is heard.
- To ensure all staff are well-informed about procedures at Dormers Wells to do with Safeguarding issues. Legislation states that all school staff must undergo safeguarding and child protection training at induction and this training should be updated "regularly" and be in line with advice from the local safeguarding children board (LSCB). All staff members should also receive regular updates on child protection and safeguarding (for example, via email, e-bulletins and staff meetings. These updates should be delivered "as required, but at least annually" (Keeping Children Safe in Education). At Dormers Wells Infant and Junior School, training is provided every year, with separate training to all new staff on appointment.
- To equip children with the appropriate tools to make reasoned, informed choices, judgements and decisions.
- To exercise our duties under the Counter-Terrorism and Security Act 2015, by ensuring all staff attend ‘Prevent’ training in respect of radicalisation and extremist behaviour
- To keep an up-to-date list of children of concern, which is to be monitored, reviewed and updated on a regular basis by the Safeguarding administrator (overseen by the designated teacher).
- To re-evaluate the Safeguarding Policy annually.

Confidentiality
As school staff we receive a great deal of information that must be regarded as confidential. This includes information about individual children, members of staff and local families.
Dormers Wells Infant and Junior School agrees:

- To respect the confidentiality of all information received in our roles
- Not to share confidential information with anyone else including family members and partners
- Never to discuss items which have been agreed as confidential in meetings
- To respect all the points of view expressed during meetings and to recognise all contributions as honest opinions on matters being discussed
- To consider people’s viewpoints and to stop to think before we speak
- Not to reveal the details of any discussions outside the meetings
- To handle sensitively and carefully all information even if it is not confidential
- Abide and implement any decision made by the staff (Confidentiality statement).

In addition:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to a designated safeguarding lead
- Confidentiality is also addressed in this policy: Allegations of abuse against staff

PROCEDURES

Recognising abuse:

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment.

Abuse may be committed by adult men or women and by other children and young people. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect:

Physical abuse:

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. (This used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).
**Emotional abuse:**
The persistent emotional maltreatment of a child such as to cause severe and persistent 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 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 cyber bullying), 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.

**Sexual abuse:**
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.

**Neglect**
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, 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 unresponsiveness to, a child’s basic emotional needs.


**Forms of abuse linked to culture, faith or belief**
All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to report promptly any concerns to the Designated Teacher for Safeguarding, who will seek further advice from statutory agencies.

**Female Genital Mutilation (FGM)**
Is a form of child abuse and violence against women and girls, and is therefore part of Safeguarding. It is often referred to as ‘cutting’. It is illegal in the UK and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Professionals have a responsibility to ensure that families know that FGM is illegal, and should ensure that families know that the authorities are actively tackling the issue.
In England the practice is illegal under the Female Genital Mutilation Act 2003 and Serious Crime Act 2015. It is an offence to:

- Perform FGM in the UK or abroad
- Assist the carrying out of FGM in the UK or abroad
- Assist a girl to perform FGM on herself in the UK or abroad.
- Assist from the UK a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

There are four types of FGM:

1. Clitoridectomy – partial or total removal of the clitoris (sometimes called Sunnah)
2. Excision – removal of the clitoris with partial or total excision of the labia minora.
3. Infibulation – removal of the clitoris and labia minora with narrowing, by stitching, of the vaginal opening.
4. All other harmful non-medical procedures that mutilate female genitalia.

The practice is normally carried out on girls between the ages of 4 and 15, although the majority of cases are thought to take place between the ages of 5 and 8. Although primarily concentrated in Africa & the Middle East, FGM is a universal problem. Those affected by FGM may be British Citizens born to parents from practicing communities or were born in countries that practise FGM.

There are a range of potential indicators that may suggest a girl or young woman may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child girl or young woman. Possible indicators include:

- Taking the girl out of school / country for a prolonged period;
- Talk of a ‘special procedure’ or celebration/ceremony;
- An older female relative visiting the UK;
- A girl appearing anxious or emotionally withdrawn.

There are also indicators/behaviours that FGM has already taken place:

- A girl may return in discomfort or have to be hospitalised;
- A girl may spend long periods of time way from the classroom/in the toilet;
- There is a noticeable change in behaviour, e.g. withdrawn or depressed;
- A girl talks of somebody doing something to them that they are not allowed to talk about;
- A sudden decline in a girl’s performance, aspiration or motivation.

Any concerns about whether a pupil is at risk of FGM or if a girl discloses that they have undergone FGM, will be reported to the Designated Teacher for Safeguarding, who has a legal duty (from October 2015) to refer a case to the Ealing Children’s’ Integrated Response Service (ECRIS). The Designated Teacher and social worker will then decide who informs the police and the make a record of this decision.
Anti-radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined by HM Government as ‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the Designated Teacher for Safeguarding.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child’s understanding of abuse.
- Lack of choice/participation
- Isolation
Managing allegations against other pupils (peer on peer abuse)-Policy & procedure

DfE guidance ‘Keeping children safe in education’ (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Has developed robust risk assessments (where appropriate).
- Has relevant policies in place (e.g. behaviour policy).

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

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

The safeguarding implications of sexual activity between young people

The intervention of Safeguarding agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has not been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
• Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
• Any evidence of pressure to engage in sexual activity;
• Any indication of sexual exploitation;
• There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Policy
At Dormers Wells Infant and Junior Schools, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s behaviour policy.

Prevention
As a school we will minimise the risk of allegations against other pupils by:
• Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
• Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
• Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
• Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues
Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation: -
• Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
• Is of a serious nature, possibly including a criminal offence
• Raises risk factors for other pupils in the school
• Indicates that other pupils may have been affected by this student
• Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse
• Violence, particularly pre-planned
• Forcing others to use drugs or alcohol

Emotional Abuse
• Blackmail or extortion
• Threats and intimidation

**Sexual Abuse**
• Indecent exposure, indecent touching or serious sexual assaults
• Forcing others to watch pornography or take part in sexting

**Sexual Exploitation**
• Encouraging other children to engage in inappropriate sexual behaviour (For example – having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
• Photographing or videoing other children performing indecent acts

**Procedure:**
• When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
• A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
• The DSL should contact the children’s reception team (CRT) to discuss the case
• The DSL will follow through the outcomes of the discussion and make a referral where appropriate
• If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved
• Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
• The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files
• It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures
• Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures
• In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
• The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

See Appendix 3 for The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour.

Dealing with disclosures

When a member of staff suspects, or has evidence of or a disclosure of abuse that occurs from the child themselves, then immediately and certainly within the same day while the child is still at school, the following steps should be taken:

- The staff member with the concern tells and records the concern on the Cause for Concern Referral form (Appendix 1) and gives it to the designated teacher for Safeguarding. If s/he is not available, the next senior member of staff who is present in school should be informed (See Safeguarding Procedure - Appendix 2).

- The designated teacher will consult all the staff in the school that may have knowledge of the child’s welfare.

The designated teacher will then decide if a referral to Social Services is required. If uncertain or where advice is needed s/he will seek advice from the “Head of Access and Pupil Welfare” at the London Borough of Ealing or by contacting the relevant Social Services office to seek advice.

- Whatever the decision, the reasons for it and details, dates, and times of what was said and/or seen by staff, pupils and parents will be recorded on the pupil’s file. Explanations of injuries given by parents and child must be accurately detailed. Any opinion about the explanation should be noted as well but should not obscure the actual words used by the parent or child.

- Referrals will be made by phone to the Social Services for the child’s home address. The reason for cause of concern will be given together with the facts information about siblings, past worries, contact with parents, any explanations offered, and any opinion, hearsay and judgement you want to make on those facts. It should be agreed at this point who will tell the parents about the referral, and when this will happen. The decision will depend on the circumstances of the individual cases. We will ask to be kept informed of developments.

- In certain cases, e.g. sexual abuse the concerns must not be discussed with the parents. It is the responsibility of Social Services to do this.

- Depending on the case and the outcome then at the appropriate time, the designated teacher will need to advise parents of the school’s actions and duty in the area of Safeguarding.

- The designated teacher/staff will acknowledge the referral and concern with the child. They will be told who knows about the incident and encouraged to approach staff at any time if they wish to discuss any worries. They will be reassured that:
  - They were not to blame for any abuse
  - They did the right thing in letting others know about it
  - That the adults involved will protect them

- Where we feel that the response from Social Services is not correct we will challenge it. Firstly, with the Social Service Team Leader, and then with the “Head of Access and Pupil Welfare” at the London Borough of Ealing.

THE CHILD PROTECTION REGISTER (INCLUDING LOOKED AFTER CHILDREN)

Children are put on the register because of serious concern for their welfare and safety. They should be carefully monitored. It is the responsibility of Social Services to notify us when a child from our school is registered, but it is the school’s responsibility to:

- Know the names of all the pupils on the register and to ensure all relevant staff are informed on a need to know basis
• Pay particular attention to the attendance and development of these children.
• Report any cause of concern about these children to Social Services.
• Notify Social Services and the new school when a child on the register transfers schools.
• Ensure they have the previous school records for any registered child transferring to their school.

THE RESPONSIBILITIES OF THE DESIGNATED TEACHER FOR SAFEGUARDING are to:

• Undertake training, at least every two years, in the recognition and investigation of child abuse. Legislation also states DSLs must also update knowledge and skills "at regular intervals, but at least annually".
• Develop knowledge and skills in recognising abuse
• Develop knowledge of the procedures involved in reporting abuse
• Make Safeguarding procedures available to all school staff
• Ensure all staff know who the designated teacher is, and that all concerns about abuse or possible abuse are brought to his/her attention or in his/her absence the most senior teacher on the day.
• Manage the Child Protection list and all it involves.
• Oversee the preparation and implementation of the Safeguarding policy and that the policies and procedures are followed
• Liaise with the Local Authority Designated Officer and other Safeguarding agencies (i.e. Police) and make referrals
• Report any concerns to Children’s Services or the police (Urgent concerns must be reported immediately even if the designated teacher is not available)
• Act as the lead person in circumstances where an allegation has been made against a staff member
• Act as a source of advice on all Safeguarding matters and seek further advice and guidance from other agencies as needed e.g. LA, NSPCC, ECVS (Ealing Community Voluntary Service)
• Ensure that a record is kept of any concerns about a child or young person and of any conversation or referrals to statutory agencies
• Ensure that any such record is kept safely and securely
• Make sure that staff receive adequate Safeguarding training
• Promote the needs of children and young people in the workplace and keep the staff and regular volunteers informed on good practice
• Attend meetings following disclosures or investigations, including case conferences, giving either support to a child or family members (not both at the same time)
• At child protection conferences, share information, make safeguarding judgements and decide what future action is needed to safeguard the child and promote their welfare
• Appear in court as a witness, if hear a disclosure of abuse.
• Support the child / family where there is a court case.
THE TEACHER’S ROLE

- To be able to detect abuse, by knowing what to suspect and how to respond.
- To prepare children to resist abuse.
- To prepare children to become responsible caring and confident adults.

THE LA SAFEGUARDING PROCEDURES AND CHILD PROTECTION REGISTER/FILE
The confidential files are kept in a locked sole use filing cabinet along with school’s copies of the LA Safeguarding Procedures and electronically on SAFEGUARD.

PROTECTION PROCEDURES FOR CHILDREN (PREVENTATIVE)
We encourage pupils to trust us:

- By providing an environment within the classroom in which every child is valued as a member of the community.
- By allowing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
- By helping children to understand that they have rights, that they can be assertive, make judgements and choices.

Children are taught:

- That they are entitled to be shown respect for their own bodies and ideas.
- An understanding of what love and care is.
- That they can feel safe at home at school and in the community.
- To be respected as individuals.
- How to raise issues.

Our aim is to give children strategies:

- For making judgements about people
- To recognise and express their own feelings
- To deal with threatening situations.

SAFEGUARDING AND THE CURRICULUM
It is important that children from an early age begin to develop skills and practices which will help them to maintain personal safety. Safeguarding issues are cross referenced with themes in the PSHE and Relationships and Sex Education.

It is the responsibility of the Full Governing Body to review and monitor the policy. This will also be referenced in the Headteacher’s report.

DROPPING OFF AND COLLECTION ARRANGEMENTS
All pupils from Nursery to Year 4 must be collected and dropped off by a parent or known adult (age 16+) at the designated entrances and exits. Pupils in Year 5 and 6 can travel to and from school unaccompanied by an adult (age 16+), if a letter of permission is completed by the child’s parent or carer (see Appendix 5- Collecting Child Policy).
Appendices:
Appendix 1 - Cause for Concern Referral form or SAFEGUARD
Appendix 2- Safeguarding Procedure
Appendix 3- The Sexual Behaviours Traffic Light Tool
Appendix 4- Guidance on responding to and managing sexting incidents
Appendix 5- Collecting Child Policy

Linked policies:
This Policy links to protocols and procedures highlighted in:

- Health & Safety Policy
- Inclusion Policy
- Equal Opportunities Policy
- Online Safety Policy
- Relationships and Sex Education Policy
- Attendance Policy
- PSHE Policy
- Behaviour Policy
- Allegations against staff
- Whistleblowing Policy
- GDPR/Data Protection Policy
- Positive Handling Policy
- Positive Intimate Care Policy
Appendix 5

Collecting Children from School Policy

Introduction

As part of our safeguarding procedures a child can only go home with the usual person who collects the child. If someone different is collecting, the class teacher should be informed beforehand by the child’s parent, preferably in writing. We will not send a child home with someone else even if they are known to the staff member/school unless this has been communicated to the class teacher first. The class teacher will be responsible for ensuring that they share this information if someone else will be sending the child home.

When informing the class teacher, parents should indicate if this is an on-going arrangement or a one off situation. If the arrangement is likely to be frequent, the information will be added to SIMs so that all staff can be made aware of the arrangement.

If someone different is collecting a child, and the teacher does not already know this person, staff will ask for a password as a way of being able to identify them. This information is collected as part of the admissions process and/or as part of the yearly annual data update/collection process. If a parent contacts the school during the day to inform that someone else is picking up the child, the member of staff who takes the message is responsible for ensuring that a password is recorded on SIMs or requesting a password where one does not appear.

If a message is given to a member of the admin team during the school day, it may not be possible for the message to be given to the class teacher before it is time to go home. In these circumstances, class teachers will bring the child and the person collecting them to the school office (once all the other children have been dismissed) for clarification of this before sending the child home.

Children must be collected by someone over the age of 16 years. If staff are unsure of a young person’s age, they will ask for proof before sending the child home.

No child will be sent home with another person without the school receiving at least verbal permission from a person with parental responsibility. In the event the parent/carer cannot be contacted the school will seek advice from Children’s Social Care before making a final decision to send a child home.

Collection from School during School Hours

Parents/carers should ensure that routine appointments, e.g. to see the dentist or doctor, are made during the school holidays or after school. If your child needs to attend appointments during the school day, evidence of the appointment/s should be provided to the school office prior to the appointment day wherever possible so that this can be recorded. If class teachers are shown evidence of an appointment they will either make a note on SIMs or email the admin officer who will add the information on their behalf. When coming to collect your child to attend an appointment, parents/carers who have not provided evidence beforehand will be asked for evidence to validate the reason for the child to be collected from school during the day. Evidence could include a hospital letter, an appointment card or a text confirmation/reminder. If no evidence can be provided parents/carers may be asked to speak to a member of the Senior Leadership Team.
Walking To and From School Unaccompanied

There is a growing trend for the older children in the school to walk home unaccompanied at the end of the school day or at the end of an after school club. While we as a school promote independence in our children, we are always mindful that safety and security should come first, particularly as the evenings start to get darker.

Only pupils in year 5 and 6 can go home on their own provided that both the school and family have no concerns about the child’s ability to keep themselves safe and that the school receives permission in writing from the parent/carer. Letters are sent home at the start of each academic year for children in Year 5 and year 6 (see appendix A) so that parents can request the Headteacher’s agreement for this to occur. Letters are also sent to Year 3 and Year 4 parents (Appendix B).

As part of our safeguarding procedures we have an up to date register of all children who have been given permission to walk home alone. This is kept up to date by our Admin Team who will ensure that teachers of children in Years 5 and 6 have a class list with information about the arrangements for each child. This should be kept in the classroom drawer, in case a supply teacher/HLTA is taking the class. A copy will also be kept in the main school office.

Parents should ensure that their child understands the Green Cross Code/Road Safety, is aware of stranger danger and clearly understands what action to take in case of an emergency. It is advised that children of primary age walking home alone go straight to an agreed residence and do not go home to an unsupervised dwelling.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all pupils fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children assess the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2019, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.
**Letter A- Nursery to Year 4**

**Permission to walk home unaccompanied**

Dear Parents/Carers,

There is a growing trend for the older children in the school to walk home unaccompanied at the end of the school day or at the end of an after school club. While we as a school promote independence in our children, we are always mindful that safety and security should come first, particularly as the evenings start to get darker. It is school policy that only children in Year 5 and year 6 are allowed to walk home on their own, provided that the school and family have no concerns about the child’s ability to keep themselves safe and that the school receives permission in writing from the parent/carer.

We would like to take this opportunity to remind parents and carers that it is expected that children from Nursery to Year 4 are collected by a parent or known adult (aged 16+) at the end of the day in. If there is a change in this arrangement please inform the school office by 11am the same day. If the arrangement is for more than a day please inform the school in writing.

As part of our continual assessment of our safeguarding procedures we would like to ensure that we have an up to date register of all children who have permission to walk home alone. We would like to remind you of the importance of keeping the school up to date with current contact details including mobile phone, home phone and address, as well as medical details. We appreciate these details may change throughout the year but it is vital we have current contact details in cases of an emergency.

Children from Nursery to Year 4 will not be allowed to leave the school premises without an adult and will be held at school until an adult arrives.

Yours sincerely,

Mrs Toni George  
Headteacher  
Dormers Wells Infant & Junior Schools
Dear Parents/Carers,

There is a growing trend for the older children in the school to walk home unaccompanied at the end of the school day or at the end of an after school club. While we as a school promote independence in our children, we are always mindful that safety and security should come first, particularly as the evenings start to get darker. It is school policy that only children in Year 5 and Year 6 are allowed to walk home on their own, provided that the school and family have no concerns about the child’s ability to keep themselves safe and that the school receives permission in writing from the parent/carer.

Parents should ensure that their child understands the Green Cross Code/Road Safety, is aware of stranger danger and clearly understands what action to take in case of an emergency. It is advised that children of primary age walking home alone go straight to an agreed residence and do not go home to an unsupervised dwelling. Please also bear in mind that there is an expectation that children will independently follow all school rules, whilst waiting in the playground/school site at the beginning or end of the day and behave in a way that demonstrates respect and consideration for others. Failure to do so, will result in the permission to be on the school premises unaccompanied withdrawn.

As part of our continual assessment of our safeguarding procedures we would like to ensure that we have an up to date register of all children who have permission to walk home alone. We would like to remind you of the importance of keeping the school up to date with current contact details including mobile phone, home phone and address, as well as medical details. We appreciate these details may change throughout the year but it is vital we have current contact details in cases of an emergency.

If you give permission for your child to walk home alone, please complete the details below. This form MUST be filled in and returned to the school before children can walk home alone.

Yours sincerely,

Mrs Toni George
Headteacher
Dormers Wells Infant & Junior Schools

Name of child: ________________________________  Class: ____________

Please tick the appropriate box below and sign:

☐ I understand that I/ or a known adult will collect my child at the end of the school day and that I should notify the school of any alternative arrangements by letter or by phone.

☐ I give permission for my child to walk home by themselves at the end of the school day.

Parent/Carer’s name: ____________________________  Date: ___________

Parent/Carer’s signature: ___________________________