

AUDLEM ST. JAMES C.E. PRIMARY SCHOOL

Audlem St James C.E. Primary School

Child Protection and Safeguarding Policy

(Policies to Safeguard and Promote the Welfare Of Children)

The school takes safeguarding seriously and maintains the linked policies in this document, in line with the legislative requirements.



- **Safeguarding Children Policy**
- **Intimate Care Policy**
- **Acceptable Use (Staff and volunteers)**
- **Social Media Policy (including mobile phone use in school)**
- **Safer Recruitment and Selection**
- **Allegations of Abuse Made Against Staff/Volunteers Policy**
- **Staff Handbook & Code of Conduct - including Positive Handling**
- **Protocol for Professional Visitors to Schools**
- **MDA Handbook**
- **Volunteers and Work Experience students in school guidance leaflets**
- **Emotional Health & Wellbeing Policy - including Mental Health**
- **Data Protections/GDPR policies and Privacy Statements**

Policy Schedule	Date	Signed
People Responsible for the Policy: Andrew Perry - Designated Safeguarding Lead Charlie Martin - Safeguarding Governor	September 2025	A.Perry C Martin
Written: LA Updated Autumn 2025	September 2025	
Amended & approved by Governors on:	Autumn 2025	
To be reviewed:	Autumn 2026	

Model Child Protection and Safeguarding Policy

For Schools and Education Establishments in Cheshire East

This document provides a framework on which to base your school/college's safeguarding policy. It should be seen as a starting point for development to fit your school's individual context. **You will need to add specific procedures that are relevant to your own school.**

For settings with EYFS, the policy now includes additional information to meet the requirements of the EYFS statutory framework. These are highlighted in blue and can be deleted if not applicable to your setting.

Keeping Children Safe in Education **2025** guidance highlights the importance of frontline staff in developing the school's policy. We strongly recommend that those who are working with your children, in your community have a say in the development of your policy. If more or less information is required, it is the responsibility of the school to make those amendments. It is important that your children contribute (where appropriate). The pupil safeguarding group may develop their own "Child friendly/youth proofed" version of this policy.

The policy should be:

- Personalised to meet the needs of your school/setting
- Reflective of the culture, ethos, resources and structures
- Owned **and understood** by all members of the school community
- Fully implemented
- 'Tested'
- A working document, subject to annual review or when changes in policy or procedures occur, whichever is soonest
- Linked to other relevant documents

Child Protection and Safeguarding Policy

Person responsible for the Policy:	Andy Perry
Date Approved:	Sept 25
Signed:	A.Perry
Date for Review:	Autumn 26

At **Audlem St James CE Primary** the named personnel with designated responsibility for Child Protection and Safeguarding are:

Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead/s (DDSL)	Safeguarding Governor
Andy Perry	Nicola Richardson and Philippe Blenkiron	Charlie Martin

The named personnel with designated responsibility regarding allegations against staff / those working in the school are:

Designated Senior Manager (Headteacher)	Chair of Governors (in the event of an allegation against the Headteacher)
Andy Perry	Helen Fell

Additional Responsibilities:

Designated Teacher for Cared for Children
Andy Perry/ Nicola Richardson
Mental Health Lead
Nicola Richardson
Single Point of Contact for Prevent (SPOC) <i>(usually the DSL)</i>
Andy Perry

1. Introduction

At *Audlem St James CE Primary* we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in our school approve the S.175/157 return to the Cheshire East Safeguarding Children's Partnership (CESCP) on a yearly basis.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- [Cheshire East Safeguarding Children's Partnership \(CESCP\) procedures](#)
- [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)
- [Keeping children safe in education 2025](#)
- [Children's Wellbeing and Schools Bill: child's rights impact assessment – March 2025](#)
- [The Families First Partnership \(FFP\) Programme Guide – March 2025](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK Updated September 2025](#)
- [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](#)
- [Behaviour in schools: advice for headteachers and staff DFE 2022](#)
- [Safer Working Practice Guidance for those working with children and young people in education settings May 2022](#)
- [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- [Gender Questioning Guidance Guidance for Schools and Colleges: Gender Questioning Children - Department for Education - Citizen Space \(awaiting publication\)](#)
- ["Preventing and Tackling Bullying" DfE July 2017](#)
- [School and Colleges: When to call the police](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\) – July 2022](#)
- [Working together to improve school attendance - GOV.UK](#)
- School Mental Health Policy
- School Relationships (and Sex) Education Policy
- Staff Code of Conduct
- Staff use of mobile phones, [electronic devices](#) and Social Media Policy
- Substance Misuse Policy

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all

practitioners in this school make sure their approach is child centred. This means that we consider, at all times, what is in the best interests of the child. The term children includes everyone under the age of 18.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services in Cheshire East (or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of **'it could happen here'** where safeguarding is concerned.

In our school we ensure that:

- All children, regardless of sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics) are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- All staff are professionally curious and feel able to challenge decisions to ensure children receive the right support
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a **Staff Handbook** and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant referral, assessments, and interventions take place
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- All staff understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.
- **Staff have received advice, support and training in regard to adverse childhood experiences and trauma informed practice.**

This policy is available on our school website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff Code of Conduct. The safeguarding induction will cover online safety which details expectations, applicable roles and responsibilities in relation to filtering and monitoring, the role of the DSL, Keeping Children Safe in Education Part 1 and Annexe B, pupil behaviour policy (including bullying) safeguarding response for those children who go missing from education and staff

code of conduct (including whistleblowing and social media) *refer to your induction programme.*

In addition, all staff are provided with at least Part One of Keeping Children Safe in Education 2025 and Annexe B and are required to sign to indicate that they have read and understood it. Annexe B contains important additional information about specific forms of abuse and safeguarding issues. Schools and college leaders and those staff who work directly with children should read Annexe B.

The Designated Safeguarding Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

2.0 Aims of this document:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children
- To raise the awareness, of all staff, of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To promote safe practice and encourage challenge for poor and unsafe practice
- To promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children, especially with Children's Social Care and the Police
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support children who have suffered abuse in accordance with their agreed plan e.g. extra / targeted help, child in need/ child protection plan

3.0 Scope of this Policy

This policy applies to all members of the school community including staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of **Audlem St James CE Primary**

This policy is consistent with Cheshire East Safeguarding Children's Partnership (CESCP) child protection procedures.

4.0 Definitions of terms used in this document:

Child Protection: refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: Providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Early Help: means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.

Staff: refers to all those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parent volunteers and Governors.

Child: refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however, the policy will extend to children visiting from other establishments

Parent: refers to birth parents and other adults who are in a parenting role e.g. carers, stepparents, foster parents, and adoptive parents.

5.0 Prevention:

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet; being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation are given to equipping the children with the skills needed to stay safe, including providing opportunities for Personal, Social and Health Education and Relationships and Sex Education throughout the curriculum
- Appropriate filters and monitoring systems are in place; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CЕСP to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded, there are related policies and a curriculum which is robustly delivered throughout the school.
- Support and planning for children in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- We comply with ‘Working Together to Safeguard Children’ 2023 and support the Cheshire East Safeguarding Children’s Partnership (CESCP [multi-agency threshold framework](#) this document supports professionals to access the **right help and support** for children and their families at the **right time**

- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff determine how best to build trusted relationships with children and young people which facilitate communication whilst ensuring safer working practices.
- The voice of the child is paramount; therefore, our pupils are actively involved in safeguarding development. There is an established pupil group/ pupil involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays.
- We consult with, listen and respond to pupils; our school's arrangements for this are School Parliament and Junior Safeguarding Team meeting every month with the Senior Leadership Team

6.0 Early Help:

All staff understand the Cheshire East Safeguarding Children's Partnership (CESCP) 'Threshold of Need Guidance' and Child Protection procedures; Right Help, Right Time - Delivering effective support for children and families in Cheshire East, Multi Agency Threshold of Need Guidance – (see link in previous section) to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups and county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- is at risk of modern slavery, trafficking, sexual and or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a 'privately fostered child'
- is persistently absent from education, including persistent absences for part of the school day

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

The multi-agency threshold framework is a guidance tool that all agencies, professionals and volunteers can use to consider how best to meet the needs of individual children and young people. This support can be provided on a single agency basis or a multi-agency basis. The stepped approach aims to reduce risk and vulnerability and meet needs at the appropriate level of support and/or intervention. Access to effective early intervention and prevention services is essential to achieving this.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified and Senior leadership will designate key staff to support the families.

If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to Children's Social Care/consult with Cheshire East Consultation Service (ChECS)/contact the police. Other options could include referral to specialist services

or early help services and should be made in accordance with the referral threshold set by Cheshire East's Safeguarding Children Partnership.

The pyramid of support ([see supporting documentation below](#)) will help us to identify what advice and guidance is available and who to contact at each different level on the continuum of need. The Family Hub model [is now implemented](#) across Cheshire East will strengthen existing partnerships in each locality making it easier for practitioners to get support for families. [Family hubs support children and young people from 0-19 \(or up to 25 for young people with special educational needs and disabilities\)](#)

In the first instance staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. If early help is appropriate the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners and parents /carers and children in an extra help plan or targeted help plan, all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment. We have a suite of screening tools which may also help to identify the level of need, the best pathway of support, and the interventions you can be provided for children, young people and families. These can be found in the [CE SCP Multi-Agency Toolkit](#)

Concerns assessed as being at lower tier targeted help level for complex early help concerns will be triaged and managed by the family help front door.

Where early help and or other support is appropriate, we ensure that the situation for the child is kept under constant review. If the child's situation doesn't appear to be improving, we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils within the school setting.

7.0 Early Help, Child in Need and Child Protection

In our school we ensure that we follow [Cheshire East's Multi-Agency Safeguarding Arrangements](#) [Multi-Agency Safeguarding Arrangements](#) and the Practice Standards to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met. The Headteacher and the DSL are aware of the Cheshire East Escalation Procedure [Procedure for Multi-Agency Professional Challenge and...](#) (trixononline.co.uk)

8.0 Concerns about a child - recording and reporting:

Our recording procedures are in line with those outlined in [Cheshire East's "Recording and Reporting Guidance" 2025](#); the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

We follow the non-statutory [Information Sharing Guidance when making decisions about whether to share information](#) [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm, they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse, they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of the discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support
- at no time promise confidentiality to a child or adult
- all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe
- nor should a victim ever be made to feel they are a problem or ashamed for making a report
- where abuse has occurred online or outside of the school or college it will be treated equally seriously

Staff are aware that they should not question the child; other than to respond with **TED: Tell me what you mean by that, Explain what you mean by that, Describe that.** Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent** to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, it could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
 - Sexual abuse is suspected
 - Organised or multiple abuse is suspected
 - Fabrication or induced illness or perplexing presentations is suspected
 - Honour Based Abuse e.g. forced marriage, FGM etc. is a possibility/is suspected
- Additional consideration re parental consent would be needed in the following circumstances, particularly if there are concerns around parental involvement or influence:

- Extremism or radicalisation is suspected
- County Lines activities are suspected

Staff are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount and therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

For non-urgent contact for a referral or request to the front door, the **appropriate portal form** needs to be completed. There is one for children's social care where you feel the child / young person has reached their threshold for support (**upper tier Targeted Help and Statutory / Specialist Help**).

Immediate Safeguarding concerns:

Phone –

0300 123 5012

Option 3 – Cheshire East Consultation Service (ChECS)

Choose Option 2 – ChECS / Immediate Safeguarding concerns

Anything you submit to ChECS that is deemed as meeting threshold for social care will be processed within either 2 hours or 24 hours as per statutory guidelines dependant on risk.

A consultation will take place with Cheshire East Consultation Service (ChECS) and/or the police immediately. Where a child lives in a different authority the Designated Safeguarding Lead follows the procedures for that authority.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however, staff are aware that anyone can make this contact. Where a member of staff makes contact, they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Safeguarding records are held electronically. Safeguarding and Child Protection records are stored securely and are separate from the main pupil file. Authorisation to access these records is controlled by the Headteacher and Designated Safeguarding Lead, information should be kept confidential.

All records should be dated and signed, with the name of the signatory clearly printed, and filed in chronological order. For electronic record keeping systems a separate signature is not necessary if individuals have their own log in and any changes to a record are automatically logged.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

Where children leave the school or college, the Designated Safeguarding Lead should ensure their safeguarding file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This allows the new school or college to have support in place for when the child arrives. See the Cheshire East Record Keeping Guidance.

We also ensure that key workers or social workers are notified where a child leaves the school (as appropriate).

9.0 Safer Working Practices

Use of mobile phones, cameras and internet:

The school and staff take safeguarding seriously and understand this policy is over-arching. We refer staff to the 'Staff use of mobile phones guidance, 'Code of Conduct' and 'Guidance for Safer Working Practice for those working with Children and Young People in Education Settings May 2022'.

Personal mobiles and electronic devices:

School devices:

Electronic devices should be password protected so that content cannot be accessed by unauthorised users and stored in lockers within the staffroom. No mobile phones should be within the classrooms from 8.40am -3.15pm.

Cameras, photography and images:

Audlem St James CE Primary will obtain parents' and carers' *written consent* for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure the **Audlem St James** designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

Online safety:

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

We refer you to our 'Online Safety Policy' which incorporates and considers the 4Cs as detailed in KCSIE **2025** to ensure an effective online policy.

The school's policy on the use of mobile and smart technology and their use reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Our Social Media Policy carefully considers how this is managed on the school premises.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form off the school site they do so with the view that they abide by the staff **Audlem St James schools' data protection policy etc.**

Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transportation. **Audlem St James Primary School policy i.e. record policy, school's data protection policy.**

10.0 Allegations against staff

Support and advice are sought from Children's Services or the Local Area Designated Officer (LADO), and our Personnel/Human Resources advisor whenever necessary.

At **Audlem St James CE Primary** we recognise the possibility that adults working in the school; including directly employed staff, volunteers, governors and supply teachers, may harm children; that they may have:

- **behaved in a way that has harmed a child, or may have harmed a child and/or**
- **possibly committed a criminal offence against or related to a child, and/or**
- **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or**

- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher or Principal without delay or, where that is a concern about the Headteacher or Principal, to the Chair of Governors and the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support. They have been made aware of those other channels of support through the Trusts Whistle Blowing Policy.

As part of our whole school approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold, also known as low level concerns.

Low-level concerns

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns will be reported in the same way as a concern in relation to concerns and allegations that meet the harms test i.e. to the Headteacher, or Principal, or, chair of governors if the concern is about the headteacher.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the Headteacher or Principal will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harm threshold is met.

The Headteacher or Principal will consider if there are any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

Relating to Organisations or Individuals using School Premises

If the schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, we will follow safeguarding policies and procedures, including informing the LADO.

11.0 Safer Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2025 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- Operating safer recruitment practices, following the guidance in Section 3 of [Keeping Children Safe in Education 2025](#) and [Section 3 The safeguarding and Welfare Requirements](#) of the Early Years Foundations Stage Statutory Framework 2025 see page 46 and page 47

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct policies
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our staff handbook
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record

12.0 Staff training and updates:

In our school there is a commitment to the continuous development of all staff, regardless of role, with regard to safeguarding training:

All staff **undertake Effective Safeguarding (previously known as Basic Awareness)** training within the first term of their employment/placement. *(state who provides this)* This training is refreshed every 3 years to enable them to understand and fulfil their safeguarding responsibilities effectively.

This training needs to include local information, priorities and safeguarding procedures for Cheshire East and needs to align with the Cheshire East Safeguarding Children's Partnership training pathway for schools and colleges.

All staff receive an annual refresher update for their safeguarding training. In addition, they receive regular updates via staff meetings, briefings and communications throughout the year.

The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role, and attend (CESCP) multi agency Safeguarding and Child Protection training on an annual basis.

EYFS Training requirements:

Effective Safeguarding (previously known as Basic Awareness) training for EYFS practitioners is renewed every two years.

The designated safeguarding lead (DSL) provides support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.

The DSL and their deputies attend a training course consistent with the criteria set out in Annex C (of EYFS 2025)

All practitioners are trained in line with the criteria set out in Annex C. We ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis.

The Designated Safeguarding Lead, and/or Deputy/ies attend the Designated Safeguarding Leads Meetings held each term coordinated by the SCiES Team, therefore enabling them to remain up to date with safeguarding practices and be aware of any emerging concerns/themes within Cheshire East.

The school acknowledges findings from local and national practice learning reviews and shares lessons learned with all staff.

13.0 Cared for children (Looked after children) and previously cared for children

In *Audlem St James CE Primary* we ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we are aware that children often become cared for as a result of abuse and/or neglect. We have identified a designated teacher for our Cared for Children; this person works closely with the Virtual School.

14.0 Children with special needs and disabilities

We ensure that staff are aware that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges both online and offline. We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities. These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

15.0 The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad

range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. If we do this, we ensure that it is for the shortest time necessary.

Where it has been necessary to use physical intervention, we ensure the following:

- the child's wellbeing after the event is monitored and supported
- parents are fully briefed
- the incident is fully recorded including antecedents, de-escalation attempted, and holds used.
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future
- any incident involving the restraint of a child is always reported to an identified senior member of staff

At Audlem St James CE Primary all staff have received training in de-escalation. This is stated in the Safer handling training and Policy.

16.0 Private Fostering

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness we ensure that we establish parental responsibility for every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, with the intention that it should last for 28 days or more. Private Fostering is a type of 'Kinship Care'. Working Together to Safeguard Children 2023 provides further examples of this type of care and information and guidance around supporting children living in these arrangements. To support kinship carers, the role of virtual heads **has been** extended to supporting every child in the care of friends or family.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents (by marriage or where a legal order has been made, such as a Child Arrangement Order); it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements, they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements.

17.0 Children who are absent from education

Under Section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

Even though it is not compulsory for a child to attend **Audlem St James CE**, at the very least, good attendance practice promotes good outcomes for children and can lead to the early identification of more serious concerns for a child.

Our setting has an **attendance policy** that we share with parents and/or carers. **This can be found on the school website.**

At **Audlem St James CE Primary** we follow Cheshire East's procedures for dealing with children that are absent or who go missing from lessons and/or school. All staff are aware that children going missing, particularly repeatedly or prolonged, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. We will refer to: [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#) updated August 2024.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy.

If children do not attend school, we have a duty of care to ensure they are safe. This may involve visiting the child's home to ensure their welfare and safety and will always be done in the best interests of the child. School will always endeavour that parents /

carers and the child/ren themselves are involved in this process. If we are unable to be assured of the child's safety, we will, through our Designated Safeguarding Lead, seek advice from other agencies such as The Attendance and Children Out of School Team, the police or ChECS, if deemed necessary.

Where a child's destination is unknown when they have left our school, we ensure we carry out all necessary checks and refer them as Children Missing Education (CME), using the [appropriate notification form](#) on the Cheshire East website, so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

Remote education

We are aware that some children may require a short period of remote education.

We follow the government guidance. <https://www.gov.uk/guidance/safeguarding-and-remote-education>

We will remain in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers will be informed what systems schools and colleges use to filter and monitor online use.

It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online

Alternative Provision

If our pupils are accessing an alternative provision we:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs.

If safeguarding concerns occur, we are mindful that the placement should be immediately reviewed and ended if necessary.

18.0 Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. A child's experiences of adversity and trauma can leave them

vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

19.0 Children requiring mental health support

We recognise that schools have an important role to play in supporting the mental health and wellbeing of their pupils.

Staff are aware of how experiences of children can affect emotional wellbeing, mental health and school attendance. We acknowledge that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

In our school we have a senior mental health lead and mental health first aiders who can be a point of contact and support within school. They can seek additional advice and support from the Local Authority Well-being for Education Lead and the Mental Health Support Team (MHST)

We ensure we have specific training and clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. [Please refer to Mental Health Lead Nicola Richardson and Emotional Health and Wellbeing Policy.](#)

20.0 Educational Outcomes

Our Designated Safeguarding Lead ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker and those previously known to social care; we ensure that teachers are made aware of those children in this category.

21.0 Specific safeguarding issues

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be

happening to their siblings or parents this includes the importance of understanding intra-familial harms and support for siblings where there is intrafamilial harm. They are also aware that some issues could be happening in the lives of staff members. Staff are supported in accessing and completing the relevant screening tools:

[CE SCP Multi-Agency Toolkit](#)

As a school that promotes a strong culture of safeguarding and being alert to the signs and indicators of abuse and harm in children, staff would be aware of the following issues identified in Keeping Children Safe in Education 2025 (Part One and Annexe B) and would know how to identify and respond to them:

- Physical Abuse
- Sexual Abuse
- Emotional
- Neglect
- Child abduction and community safety incidents
- Children and the Court System
- Children with family members in prison / custody
- Cyber crime
- Homelessness
- Drug/substance/alcohol misuse (both pupil and parent)
- Child Sexual Exploitation
- Child Criminal Exploitation (CCE)
- County lines
- Serious violence
- Extremism and Radicalisation, including Prevent and Channel
- Children who are absent from education
- Domestic abuse
- Child-on-child relationship abuse/Teenage Relationship Abuse
- Child-on-child abuse
- Nudes and Semi Nudes
- Sexual violence and sexual harassment between children in schools and colleges
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying including cyberbullying, prejudice-based and discriminatory bullying. Breaches of the Equality Act 2010
- Mental health issues including self-harm
- Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum-seeking children

- Child Trafficking
- Modern Slavery and National Referral Mechanism

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sharing nudes or semi-nudes put children in danger.

21.0 Governor Responsibilities

Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the **best interests** of the child at their heart (KCSiE 2025)

As a school we ensure that the Governing Bodies and proprietors ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. KCSiE 2025 highlights “This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.”

The Governing Board fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Board have agreed processes which allow them to monitor and ensure that the school:

- has robust safeguarding procedures in place
- operates safe recruitment procedures and carries out appropriate checks on new staff and adults working on the school site
- has procedures for dealing with allegations of abuse against any member of staff or adult on site
- has a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and child protection issues
- takes steps to remedy any deficiencies or weaknesses regarding safeguarding arrangements
- is supported by the Governing Board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher or Principal; this is the Chair
- carries out an annual review of the safeguarding policy and procedures
- carries out an annual Safeguarding Audit (Section 175 audit) in consultation with the Governing Board, sharing this with the CЕСP on request.

Finally:

Staff in **Audlem St James CE Primary** take the safeguarding of each child very seriously. This means that, should they have any concerns of a safeguarding nature about a child or adult, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on our safeguarding and related policy documents and procedures is available on request from the Headteacher or Designated Safeguarding Lead.

STAYING SAFE AT **Audlem St James CE Primary School**



KEY CONTACTS IN OUR SCHOOL:

- Designated Safeguarding Lead: **ANDY PERRY**
- Deputy DSL/s: **NICOLA RICHARDSON / PHILIPPE BLENKIRON**
- Operation Encompass – Key Adult/s **ANDY PERRY/ NICOLA RICHARDSON**
- Chair of Governors: **(HELEN FELL)**
- Mental Health Lead: **(NICOLA RICHARDSON)**
- Single Point of Contact (SPOC) for Prevent: **(ANDY PERRY)**

OUR LOCAL CONTACT NUMBERS ARE:

- Cheshire East Consultation Service (CHECS): 0300 123 5012 (Option 3, Option 2)
- Emergency Duty Team (Out of Hours): 0300 123 5022
- Family Help Front Door: 0300 123 5012 (Option 3, Option 1)
- Safeguarding of Children Concerns (Children living in other authorities):

(Shropshire Initial Contact Team 0345 678 9021 Out of hours Emergency Duty Team 0345 6789040)

- Local Authority Designated Officer (LADO): 01270 685904 / 01606 288931
- Prevent referrals: [Prevent Referral Process](#)
- Cyber Prevent (concerns re online activity) referrals
Cyber.Prevent@nwrocu.police.uk
- Police: 999 (Emergency) / 101 (Non-emergency)
- Mental Health Helpline: 0300 303 3972
- Adult Safeguarding: 0300 123 5010



Concerns about an Adult: Whistleblowing/Confidential reporting process

Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small and including low level concerns) about staff members (including supply staff, volunteers, and contractors)

If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children, then this should be referred to the **headteacher**.

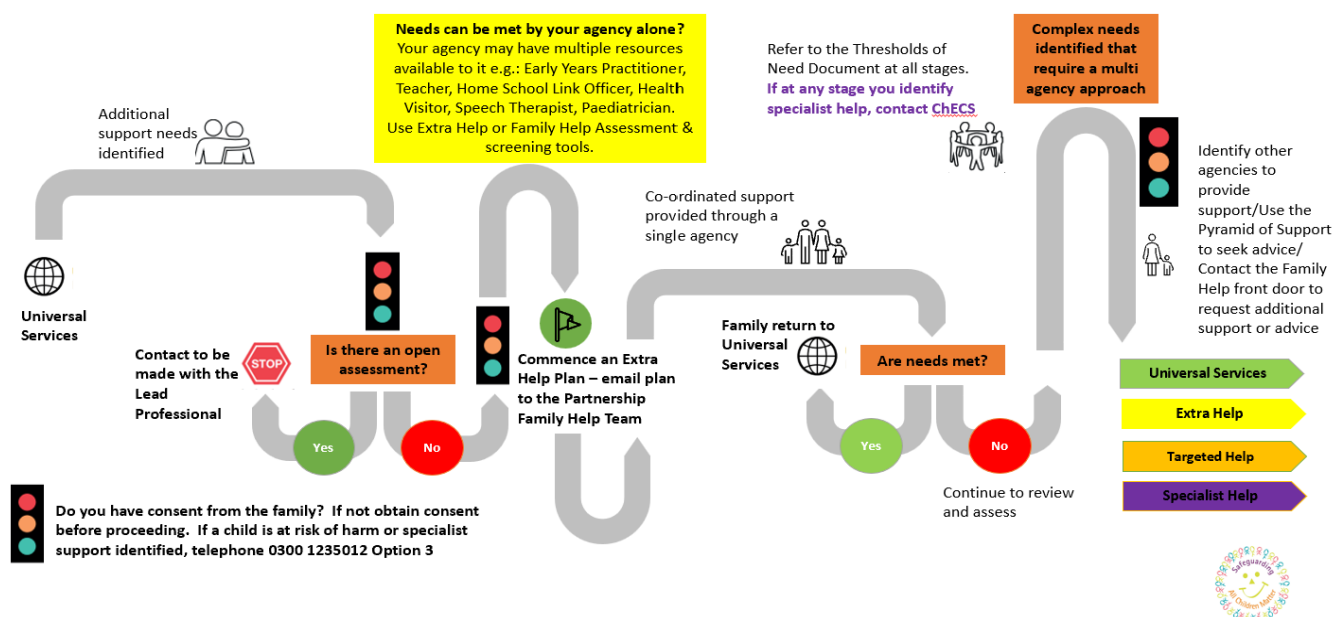
Where there is a concern/allegation about the headteacher this should be referred to the **chair of governors**.

In the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs).

Local Authority Designated Officer (LADO): 01270 685904

Portal Link [LADO Consultation](#)

Early Help Pathway to Support Families



Children and Families Integrated Front Door

All agencies have their own safeguarding procedures which will detail how to identify and assess safeguarding concerns.

In the pyramid of support, there are several layers in place to seek advice and guidance without the need to contact the Integrated front door (Family Help front door and Cheshire East Consultation Service) for cases assessed as being at Universal Services or Extra Help level.

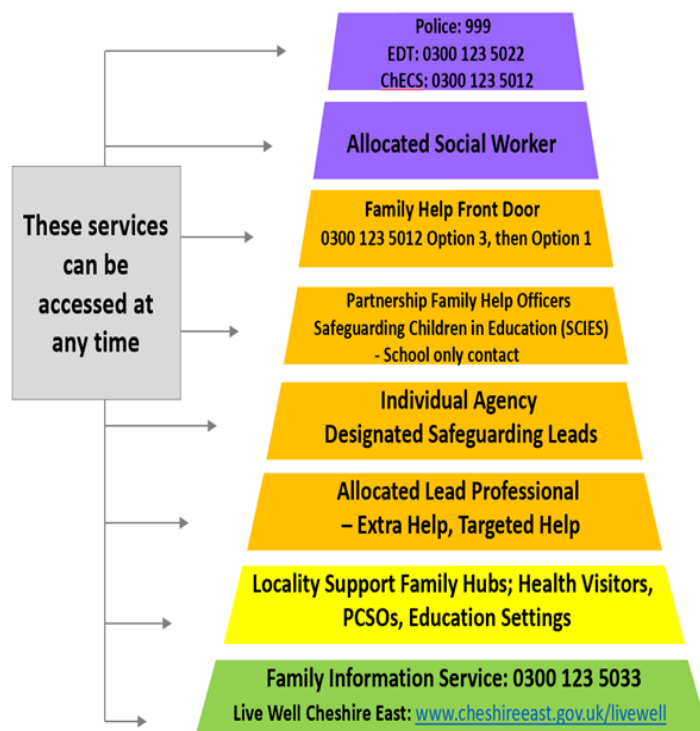
This means the Integrated front door can prioritise the requests that do need their support and have more time to make safe risk-assessed decisions in a timely way.

If you do require advice at this stage though and the locality partnership hasn't been able to support you, you can contact the Family Help front door team, formally known as the Early Help Brokerage team, who can offer advice and guidance.

Who to contact:

- ✓ Concerns assessed as being at lower tier Targeted Help level for complex early help concerns will be triaged and managed by the Family Help front door.
- ✓ Upper tier Targeted Help as well as immediate and significant risk of harm will be triaged and managed by the Cheshire East Consultation Service (ChECS).

Pyramid of Support



Physical Abuse

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly.
- Injuries in babies and non-mobile children

Neglect

- Excessive hunger
- Inadequate or insufficient clothing
- Poor personal or dental hygiene
- Untreated medical issues
- Changes in weight or being excessively under or overweight
- Low self-esteem, attachment issues, depression or self-harm
- Poor relationships with peers
- Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking)
- Changes to school performance or attendance

Symptoms of abuse

Sexual Abuse

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Bleeding, pain or itching in the genital area
- Difficulty in walking or sitting
- Sudden change in behaviour or school performance
- Displays of affection that are sexual or not age-appropriate
- Use of sexually explicit language that is not age-appropriate
- Alluding to having a secret that cannot be revealed
- Bedwetting or incontinence
- Reluctance to undress around others (e.g. for PE lessons)
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Unexplained gifts or money
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Reluctance to be alone with a particular person

Emotional Abuse

- Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection)
- Lack of self-confidence or self-esteem
- Sudden speech disorders
- Self-harm or eating disorders
- Lack of empathy shown to others (including cruelty to animals)
- Drug, alcohol or other substance misuse
- Change of appetite, weight loss/gain
- Signs of distress: tearfulness, anger

Behaviours

- | | |
|-----------------------------------------------|----------------------------------------|
| • Marked change in general behaviour | Lack of self-confidence or self-esteem |
| • Extremely passive/aggressive | Self-harm or eating disorders |
| • Sleeping difficulties | Eating disorder |
| • Lethargy/tiredness | Fear of certain adults |
| • Poor social relationships | Attendance difficulties |
| • Disclosure | Self-harm |
| • Withdrawn/withdrawn from family and friends | |

Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that....

Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Action for DSL: Review records regularly; add any new concerns, respond to these immediately and record evidence of actions taken and outcomes.

DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO

Further forms of Abuse

The information provided below is an abridged version of Annexe B of KCSiE. However, there are details below as to how our school responds to these concerns and more. Some specific concerns are detailed within the main body of this policy.

Contextual Safeguarding

Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child causing the harm is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

- sexual identity
- cognitive ability
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- they can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections
- display sexual behaviours beyond expected sexual development
- become pregnant

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school, care or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator, or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> and 12-17 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

The Ministry of Justice has launched an online child arrangements information tool

<https://helpwithchildarrangements.service.justice.gov.uk/> with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child-on-child abuse

Children can abuse other children and this is often referred to as child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone can be a victim.
- initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

In our school our PSHE and RSE curriculum teaches children in an age/developmentally appropriate way about topics which include healthy relationships, consent, staying safe online and positive friendships.

We have the systems in place which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Allegations of child-on-child abuse will be recorded, investigated, and dealt with using our normal school's child protection procedures and in line with Part 5 of KCSiE 2025.

We have clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

In our school we have referred to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. Please refer to the RSE curriculum.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education [2025](#).

Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) [Sharing nudes and semi-nudes: advice for education settings](#)

Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definition a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- conflict with parents/carers
- feeling powerless
- being bullied/abused
- being unhappy/not being listened to
- the Toxic Trio

Pull factors include:

- wanting to be with family/friends
- drugs, money and any exchangeable item
- peer pressure
- for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones
- the use of mobile phone cameras to cause distress, fear or humiliation
- posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- using e-mail to message others
- hijacking/cloning e-mail accounts

- making threatening, abusive, defamatory or humiliating remarks in on-line forums
- Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Domestic Abuse/Violence

Audlem St James CE Primary believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass school, we are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way. We do this by *(identify specific preventative/awareness raising work with parents, staff and pupils and intervention work to support children affected by domestic abuse)*.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected.” (Domestic Abuse Act 2021, Section 2).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse can affect anybody; it occurs across all of society, *regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home*. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- have an ethos which puts children’s wellbeing at the heart of all that we do
- create a predictable school life with set routines
- ensure that rules and expectations are clearly stated and understood by all
- understand that oppositional and manipulative behaviours are not attempts to ‘provoke us’, but may be attempts by these children to control their world when so much feels out of control for them
- model respectful and caring behaviour, positive conflict resolution and respectful interactions, helping children learn not only what not to do, but what to do instead
- use the language of choice, making clear the benefits and negative consequences of their choices ensuring that we follow through with any consequences or sanctions
- support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately *(A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings)*
- understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them

- accept that they may not be willing or able to talk about it right away (if ever)
- provide effective, non-verbal, systems for children to access support
- provide reassurance that only people who need to know about the incident will know
- allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- provide opportunities to teach about and discuss healthy and unhealthy relationships

[Children, Young People and Domestic Abuse](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and our designated safeguarding lead (or a deputy) ensures appropriate referrals are made based on the child's circumstances.

Emotional Abuse

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- 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.

Honour Based Abuse including Breast ironing, FGM and Forced Marriage

Staff are aware of "Honour-Based" Abuse (HBA) So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and

escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA" (KCSIE 2025)

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and forced marriage can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

Breast Ironing also known as Breast Flattening

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

Female Genital Mutilation (FGM)

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

- when a female family elder is around, particularly when she is visiting from a country of origin.
- reference to FGM in conversation e.g. a girl may tell other children about it.
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- parents state that they or a relative will take the child out of the country for a prolonged period.
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- a girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

Indications that FGM has taken place:

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- unusual/a noticeable change in behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear
- prolonged absences/ persistent unexplained absence from school/college
- seek to be excused from physical exercise without the support of their GP
- child not allowed to attend extra-curricular activities
- close supervision of child by family/carers

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police".

Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified,

in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject. As a school we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

Forced Marriage

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

[Forced marriage resource pack - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/resources/forced-marriage-resource-pack)

Indications that a Child is at risk of Forced Marriage:

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- appearing anxious, depressed and emotionally withdrawn with low self-esteem
- self-harming, self-cutting or anorexia
- criminal activity e.g. shoplifting or taking drugs or alcohol
- declining performance, aspirations or motivation
- not allowed to attend any extra-curricular or after school activities
- girls and young women may be accompanied to and from school/college
- attending school but absenting themselves from lessons
- stopping attendance at school/college
- a family history of older siblings leaving education early and marrying early

Actions our school takes in relation to take around Honour Based Abuse:

- when managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- the Headteacher teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- we check in with the child/children to see if they know and corroborate the purpose of the visit.
- if a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

Modern Day Slavery including Trafficking and the National Referral Mechanism

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour

- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- have a history with missing links and unexplained moves
- are required to earn a minimum amount of money every day
- work in various locations
- have limited freedom of movement
- appear to be missing for periods
- are known to beg for money
- are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- are one among a number of unrelated children found at one address
- have not been registered with or attended a GP practice
- are excessively afraid of being deported
- look malnourished or unkempt
- are withdrawn, anxious and unwilling to interact
- are under the control and influence of others
- live in cramped, dirty, overcrowded accommodation
- have no access or control of their passport or identity documents
- appear scared, avoid eye contact, and can be untrusting
- show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- physical symptoms (bruising indicating either physical or sexual assault)
- prevalence of a sexually transmitted infection or unwanted pregnancy
- reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- evidence of drug, alcohol or substance misuse
- being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- relationship with a significantly older partner
- accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for despite having not been at home
- having keys to premises other than those known about
- low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder
- truancy / disengagement with education
- entering or leaving vehicles driven by unknown adults
- going missing and being found in areas where the child has no known links

- possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Neglect

Staff are aware that neglect:

- is 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, 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 caregivers); or ensure access to appropriate **medical** care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

If we suspect neglect, we will use the [CESCP Neglect Screening Tool](#)

Online Safety

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

The Department has published guidance to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education. [Generative AI: product safety expectations - GOV.UK](#)

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- acceptable use agreements for children, teachers, parents/carers and governors
- curriculum activities involving raising awareness around staying safe online
- information included in letters, newsletters, web site
- parents evenings / sessions
- high profile events / campaigns e.g. Safer Internet Day
- building awareness around information that is held on relevant web sites and or publications

- social media policy

Cyber crime: Preventing young people from getting involved

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Risks associated with Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- talking to parents and carers about the games their children play and help them identify whether they are appropriate
- supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- talking to parents about setting boundaries and time limits when games are played
- highlighting relevant resources
- making our children aware of the dangers including of online grooming and how to keep themselves safe
- making our children aware of how to report concerns

Physical abuse

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Prevent, Radicalisation and Extremism

At *Audlem St James CE Primary* we recognise that children may be susceptible to extremist ideology and radicalisation *Audlem St James CE Primary* adheres to the Prevent Duty Guidance, December 2023 and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Extreme Right Wing Terrorism which includes Cultural Nationalism, White Nationalism, White Supremacism ideology. Prevent also tackles other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority.

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or college's safeguarding approach.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying and the RE and PSHE curriculum.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in

modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

In our school community we are aware of these specific issues, relevant to our school's profile which are Domestic Abuse, Neglect and Mental Health. As a school we have worked hard to support our local community on how to ensure we look after each other through regular meetings, school website and supporting Vulnerable families by getting them the support they need. We also ensure we educate parents and children on being aware of safeguarding in school and our community.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by maintaining staff awareness e.g. circulation of one-minute guide/use of scenarios and staff meetings.

Audlem St James CE Primary is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

Audlem St James CE Primary is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child may be susceptible to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) / **SPOC (Single Point of Contact)** making a [Prevent referral](#) on the Cheshire East stopadultabuse.org.uk website (this could be about an adult and/or a child).

If we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would also contact: Cheshire East Consultation Service (ChECS): :
0300 123 5012 **Option 3** – Cheshire East Consultation Service (ChECS)
Then choose **Option 2** – ChECS / Immediate safeguarding concerns

and complete a [Prevent referral](#) on the stopadultabuse.org.uk website.

Where necessary individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2023:

[Channel Duty Guidance: Protecting people susceptible to radicalisation \(publishing.service.gov.uk\)](#)

In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed. Consent is then sought from the adult / parent with parental responsibility.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

This means that schools may be invited to attend the meeting.

Serious Violence

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Sharing Nudes and Semi-Nudes

This form of abuse means the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Producing and sharing nudes and semi-nudes of under 18s is illegal, which causes considerable concern in education settings working with children and young people, and amongst parents and carers.

Although the production of such images will likely take place outside of education settings, sharing can take place and the impacts of an incident are often identified or reported here. Our school will respond swiftly and confidently to make sure children and young people are safeguarded, supported, and educated. We will follow the guidance set out in the following document: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)

Sexual Abuse

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child 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
- It 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
- It can take place online, and technology can be used to facilitate offline abuse
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education see child-on-child.

Acronyms

The policy contains a number of acronyms used in the safeguarding. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSC	Children's Social Care	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC in CE Cared For Children	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.

LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC/PC4C	Previously looked-after children / cared for	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SPOC	Single Point of Contact	This is the person, usually, the Designated Safeguarding Lead who is the named lead for Prevent in school.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
TRA	Teenage Relationship Abuse	Abuse in intimate personal relationships between children known as teenage relationship abuse
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Safer Recruitment Requirements

Audlem St James CE Primary School will obtain a reference before employment. We will;

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
- not accept references from a family member
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

Example Recruitment and Selection Checklist

	Actioned by	Date
Advertise vacancy – includes reference to safeguarding responsibilities and information on the level of DBS required		
Applications – scrutinise application forms, looking for gaps in employment/discrepancies etc		
Short list		
References – either prior to interview (if candidate agrees) or at least prior to employment. Check references against information received on application form		
Self-declaration/disclosure sent to shortlisted candidates		
Interview – discuss any relevant information relating to self-disclosure		
Checks –qualification checks verified on day of interview		
Conditional offer of employment made – subject to relevant checks (e.g. references, DBS)		
References received and checked – if not prior to interview		
References verified – to ensure from legitimate source		
Identity – Birth certificate seen where possible, in order to identify whether a person has changed their name – if so, seek evidence of name change (e.g. marriage certificate)		

Right to work in the UK – evidence seen and checked		
Ofsted Suitability checks – where appropriate (e.g. registered manager, proprietor, trustee, childminder, childminder's assistant)		
DBS certificate – satisfactory DBS received		
DBS barred list – those in regulated activity only		
Health – check candidate is medically fit for the role		
Safeguarding training – and other induction requirements		

Record of Concern *(to be completed in black ink)*

Detail of concerns: What you saw, what you heard, in the child's words. Include brief, accurate details and who else was present. Was it 1 st or 2 nd hand information? Distinguish between fact and opinion.	
	Continue on a separate piece of paper and attach as required

Concern shared with:	Signature of referrer:	Date of record:
		Time of record:

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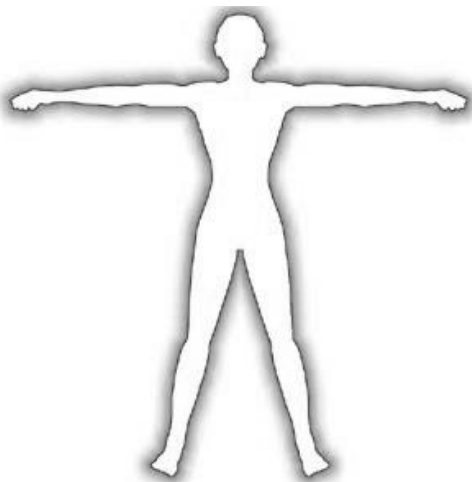
Agreed actions with basis for decision	By whom	By when

Signature of Designated Lead:	Date when actions are to be reviewed:

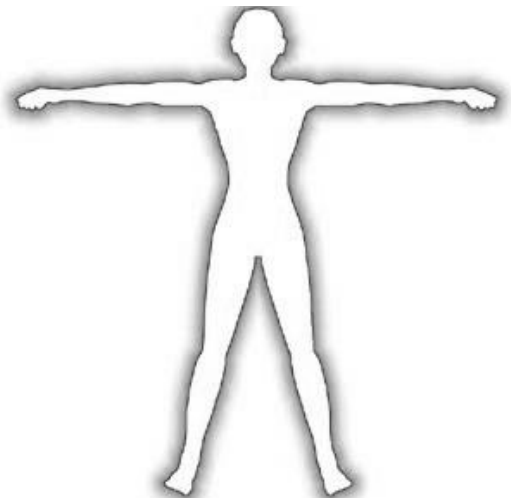
Remember when completing the body map to give an approx. sizes/dimensions of mark/injury

Sites of Injury

FRONT



BACK



Outcome of Concerns for Completion by Designated Lead:

Recruitment and selection checklist

Pre-interview:	Initials	Date
Planning - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc		
Vacancy advertised (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
Short-list prepared		
References – seeking Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
References – on receipt Checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with referee and/or applicant (at interview if possible)		
Invitation to interview - Includes all relevant information and instructions		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
Interview - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
References: (if not obtained and scrutinised previously)		
Identity (if that could not be verified at interview)		
Qualifications (if not verified on the day of interview)		
Permission to work in UK, if required		
DBS certificate - where appropriate satisfactory DBS certificate received		
DBS Barred list – person is not prohibited from taking up the post		
Health – the candidate is medically fit		
Prohibition – (for teaching posts) the teacher has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Child Protection training and other induction such as H&S, Safe Working Practice / code of staff behaviour, etc		

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internet home talk e-safety tell

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If I am worried I can talk to:

Safeguarding Lead - Mr Perry, Mrs Richardson and Mr Blenkiron

Safeguarding Governor - Mrs Martin

Peer mentors - School Parliament/ Junior Safeguarding Leads

care friend tell worry child

**DRAFT
DOCUMENT**

OTHER RELATED POLICIES

INTIMATE CARE POLICY

Introduction

The purpose of this policy is:

- ✓ To safeguard the rights and promote the best interests of the children;
- ✓ To ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one;
- ✓ To safeguard adults required to operate in sensitive situations;
- ✓ To raise awareness and provide a clear procedure for intimate care;
- ✓ To inform parents/carers in how intimate care is administered;
- ✓ To ensure parents/carers are consulted in the intimate of care of their children.

Principles It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

Definition

Intimate care may be any of the following:

- ✓ Supporting a pupil with dressing/undressing;
- ✓ Providing comfort or support for a distressed pupil;
- ✓ Assisting a pupil requiring medical care, who is not able to carry this out unaided;
- ✓ To raise awareness and provide a clear procedure for intimate care;
- ✓ Cleaning a pupil who has soiled him/herself, has vomited or feels unwell.

Supporting dressing/undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Reception. Staff will always encourage children to attempt undressing and dressing unaided.

Providing comfort or support

Children may seek physical comfort from staff (particularly children in EYFS). If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

Medical procedures (See Policy on Medicines)

If it is necessary for a child to receive medicine during the school day parents must fill out a permission form from the school office and discuss their child's needs with a member of staff before the school agrees to administer medicines or medical care.

Soiling

It is expected that children start school toilet trained. Some children have medical needs and need support with toileting. In addition there are occasions where any child can have an accident and soil themselves.

Parents who have children who may need support due to medical needs, may sign a permission form so that the staff can clean and change their child in the event of the child soiling themselves (Appendix 1).

In the case of an accidental soiling:

In EYFS an adult will help to clean and change the child and make parents aware of the incident at the end of the day.

In all other year groups, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives.

If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. If the parents and emergency contacts cannot be contacted the Headteacher will be consulted.

If a child needs to be cleaned, staff will make sure that:

- ✓ Protective gloves are worn;
- ✓ The procedure is discussed in a friendly and reassuring way with the child throughout the process;
- ✓ The child is encouraged to care for him/herself as far as possible;
- ✓ Physical contact is kept to the minimum possible to carry out the necessary cleaning;
- ✓ Privacy is given appropriate to the child's age and the situation;
- ✓ All spills of vomit, blood or excrement are wiped up and flushed down the toilet;
- ✓ Any soiling that can be, is flushed down the toilet;
- ✓ Soiled clothing is put in a plastic bag, unwashed, and sent home with the child.

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- ✓ Gaining a verbal agreement from another member of staff that the action being taken is necessary;
- ✓ Allow the child, wherever possible, to express a preference to choose his/her carer and encourage them to say if they find a carer to be unacceptable;
- ✓ Allow the child a choice in the sequence of care;
- ✓ Be aware of and responsive to the child's reactions.

Safeguards for children

There is an obligation on local authorities to ensure that staff who have substantial, unsupervised access to children undergo police checks. All staff at are DBS checked on application and cannot undertake tasks within school until all checks are completed satisfactorily. The DBS's aim is to help organisations in the public, private and voluntary sectors by identifying candidates who may be unsuitable to work with children or other vulnerable members of society. Personal and professional references are also required and unsuitable candidates are not permitted to work within the school. It is not appropriate for volunteers to carry out intimate care procedures.

APPENDIX 1

Permission form for the Provision of Care

If a child wets or soils themselves while they are in school it is important that measures are taken to have them changed (and if necessary cleaned) as quickly as possible.

Our staff are experienced and trained at carrying out this task if you wish them to do so or, if preferred, the school can contact you or your emergency contact who will be asked to attend without delay.

Audlem St James C.E. Primary has an Intimate Care Policy which is available to parents.

Please fill out the permission slip below stating your preference.

Name of Child.....

Class.....

Please delete as appropriate:

*I give consent for my child to be changed and cleaned by staff if they wet/soil themselves while in the care of Audlem St James C.E. Primary School.

*I do not give consent for my child to be changed and cleaned if they wet/soil themselves. The school will contact me or my emergency contact and I will organise for my child to be cleaned and changed. I understand that in the event that I (or the emergency contact) cannot be contacted the staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

Signature of Parent/Carer Date.....

Social Media Policy

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and is a concern to all those working with pupils at this school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

We believe that the best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education.

Protection is Prevention

- ✓ Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- ✓ Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection person should be informed immediately)
- ✓ A comprehensive scheme of work is in place in each year group to ensure e-safety is ^L_{SEP} taught every year and revisited regularly and that cyber bullying is recognised as being unacceptable and dealt with in the same manner as bullying
- ✓ Pupils are taught in e-safety lessons that they must never give out their personal details, phone numbers, schools, home address, computer passwords etc

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

All staff follow the school's statement of agreed use regarding the use of the internet and electronic media.

Photographing and Recording of Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge however that some people abuse children through taking, using or circulating images.

Staff and Volunteers

- ✓ Parental consent will be sought for the photographing and recording of children Consent Form.
- ✓ Staff and volunteers must seek the authorisation of the Head Teacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Head Teacher.
- ✓ The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden
- ✓ Only the pupil's first name will be used with an image
- ✓ It will be ensured that pupils are appropriately dressed before images are taken
- ✓ Pupils are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes however we expect parents to respect the wishes of other parents and to use such images for personal use only. This message is regularly reiterated to our parents by our headteacher at school events.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

Mobile phones - Pupils

We advise all parents to discourage students from bringing mobile phones to school on the grounds that they are valuable and may be lost, damaged or stolen. The school can take no responsibility for, or dedicate any time to, lost / stolen / missing mobile

phones. The school cannot accept responsibility for loss or damage. Pupils, with permission from an adult, can ask the school office to contact parents during the day in an emergency or vice versa.

Where a parent has decided they want a student to bring a phone into school, possibly if the student is going home alone, the phone must remain switched off. It must be handed in to the school office at the start of the school day and collected from the office at the end of the school day. It may not be used for any purpose on school premises, grounds or during off-site school activities such as school swimming, after school clubs or residential visits.

It is the pupil's responsibility to ensure the phone is switched off and taken to the school office at the start of the school day and collected from there at the end of the school day.

If a pupil is found to be using a mobile phone for any purpose, the phone will be confiscated from the child and retuned *only* to the parent, guardian or carer.

Breaches to this policy would be treated as any other breach of school rules.

Social Media - Pupils

No pupil at the school should be accessing social networking sites; these would include:

- ✓ Social networking sites (e.g. WhatsApp, Instagram etc)
- ✓ Blogs
- ✓ Discussion forums
- ✓ Collaborative online spaces
- ✓ Media Sharing services (i.e. You Tube)
- ✓ Micro-blogging (i.e. Twitter)

Facebook and MSN state that their members should be 13 or over. School staff will not invite or accept invitations from children to any personal social networking sites nor should they engage in communications with children on social media. Parents will be informed if children approach staff in this way.

Social Media - Staff and Volunteers (including Mobile Phone Use In School)

AIMS

To support all employees by establishing clear guidelines on the proper use of social media so that:

- the school/academy is not exposed to legal challenge;

- the reputation of the school/academy is not adversely affected;
- employees do not put themselves in a vulnerable position;
- employees understand how information provided via social networking applications can be representative of the school/academy; and
- the use of social media does not impact on the school/academy.

PRINCIPLES

The school recognises that many employees make use of social media in a personal capacity and, in the majority of cases, this is uncomplicated and trouble-free. Whilst the school respects an employee's right to a private life and has no wish to interfere with this, when using such sites employees must consider the potential impact it could have on their professional position, their own reputation and that of the school. The following identifies how an employee's personal life and work life can start to overlap.

- By identifying themselves as employees of the school, i.e. adding the school name on profiles, the perception of users will be that staff are representative of the school. It is therefore important that employees are mindful of the professional standards that are expected of them. Anything posted, including innocent remarks, have the potential to escalate into something that could potentially damage the image and reputation of the school or Council, or undermine its work. The originating comment may be traced back to an employee of the school and, even if they have not been involved in the latter stages of the comments, they may find themselves subject to a disciplinary investigation.
- Individuals making complaints search the web for information about staff involved in their case - finding social networking sites, blogs and photo galleries that could give fuel to their concerns or help them to identify personal information about them.
- Journalists increasingly use the web to research stories, and may reprint photos or comments that they find.
- Law firms research social networking sites as a matter of course in preparing divorce, private law children's cases and other court proceedings.
- Some organisations also look on social networking sites to find out information about people applying for jobs.

Definition of social media

For the purpose of this policy, social media is a type of interactive online media that allows parties to communicate instantly with each other or to share data in a public forum. The term social media refers to a number of online networking platforms such as:

- blogs (written, video, podcasts), e.g. WordPress, Blogger, Tumblr;
- micro-blogging websites, e.g. Twitter;
- social networks, e.g. Facebook, LinkedIn;
- forums/message boards; and
- content-sharing sites, e.g. Flickr, YouTube and Instagram.

Employees should be aware that there are many more examples of social media and this is a constantly changing area. Employees should follow the guidelines outlined in this policy in relation to any social media that they use.

Personal use of social media at work

Employees are not allowed to access social media websites for their personal use from the school's computers or devices at any time. This includes laptop/palm-top/hand-held computers or devices (e.g. mobile phones) distributed by the school for work purposes.

The school understands that employees may wish to use their own computers or devices, such as laptops and palm-top and hand-held devices, to access social media websites while they are at work. However, in accordance with the school's current rules and regulations (see below re use of mobile phones in school) employees are not allowed to access such devices (e.g. mobile phones) for private purposes during working hours (unless there is an emergency).

Mobile Phone Use in School Policy

Staff - It is the responsibility of each staff member to ensure their mobile phone is stored securely when in school in the lockers provided in the staffroom. Children should not have access to phones belonging to staff. The school can take no responsibility for, or dedicate any time to, lost / stolen / missing / damaged mobile phones.

Mobile phones should be switched off or on silent when engaged in professional duties in class and in meetings.

Exceptions:

- When a member of staff is not within their designated hours ^[1]_{SEP}
- When engaged with educational visits, residentials or sporting fixtures ^[1]_{SEP}

With the permission of the Headteacher in exceptional circumstances.

Social media in a personal capacity

The school recognises that many employees make use of social media in a personal capacity. However, the employee's online profile, e.g. the name of a blog or a Twitter

name, must not contain the school's name. Furthermore, while they are not acting on behalf of the school, employees must be aware that they can damage the school if they are recognised as being one of the school employees. Any communications that employees make in a personal capacity through social media must not:

- a. bring the school into disrepute, for example by:
 - criticising the school;
 - criticising or arguing with management, colleagues, children or their families;
 - making defamatory comments about individuals or other organisations; or
 - posting images that are inappropriate, for example, photographs of themselves or colleagues taken at work or links to inappropriate content;
- b. breach confidentiality, for example by:
 - revealing any information owned by the school; or
 - giving away confidential information about an individual (such as a colleague or child) or an organisation, e.g. the school or the Local Authority;
- c. abuse their position of trust when working with children/young people, for example by:
 - contacting children or their families through social networking sites unless the reason for this contact has been clearly and firmly established by the head teacher, principal or chair of governors;
 - accepting any requests to become a named friend on a social networking site made by a child/young person; or
 - uploading any photographs or video containing images of children/young people for whom the employee holds a position of trust unless in line with the school procedures;
- d. breach copyright, for example by:
 - using someone else's images or written content without permission;
 - failing to give acknowledgement where permission has been given to reproduce something; or
- e. do anything that could be considered discriminatory against, or bullying or harassment of, any individual, for example by:
 - making offensive or derogatory comments relating to sex, gender reassignment, race (including nationality), disability, sexual orientation, religion or belief or age;
 - using social media to bully another individual (such as an employee of the school);
 - using social media to exclude other individuals; or
 - posting images that are discriminatory or offensive.

Security and identity theft

Employees should be aware that social networking websites are a public forum, particularly if the employee is part of a "network". Employees should not assume that their entries on any website will remain private. Employees should never send abusive or defamatory messages.

Employees must also be security conscious and should take steps to protect themselves from identity theft, for example by restricting the amount of personal information that they give out. Social networking websites allow people to post detailed personal information such as date of birth, place of birth and favourite football team, which can form the basis of security questions and passwords. In addition, employees should:

- ensure that no information is made available, or referred to, that could provide a person with unauthorised access to the school and/or any confidential information;
- inform their manager immediately if they suspect that their personal site has been compromised or accessed by an unauthorised person;
- refrain from recording any confidential information regarding the school on any social networking website;
- check their security settings on social networking site so that information is only visible to the people who they want to see it;
- put their name into an internet search engine to see what people can find out about them; and
- help friends and colleagues out by letting them know if they spot things on their pages that might be misconstrued.

Defamatory statements

Material posted on a site may be defamatory if it contains something about the school's employees, partners, children or other individuals that an employee may come into contact with during the course of their work that is not true and undermines the school's reputation. For example, photographs or cartoons that may have been doctored to associate the school/academy or its employees with a discreditable act.

Libellous statements

Material posted on a site may be considered libellous if it is in permanent form and directly or indirectly clearly identifies the school or one of its employees or children with material that damages their reputation. Employees should always use their own judgment but should bear in mind:

- that information that they share through social networking sites is still subject to copyright, Data Protection, Freedom of Information and Safeguarding legislation;
- the Code of Conduct; and

- other relevant school/academy policies (e.g. Dignity at Work, Whistleblowing Procedure, Equality Policy and policies and guidance regarding acceptable use of email, intranet and internet whilst at work).

DISCIPLINARY ACTION

All employees are required to adhere to this policy. Employees should note that any breaches of this policy may lead to disciplinary action under the school's disciplinary procedure. In situations where it becomes known that an employee has posted material to be defamatory or a breach of contract, the employee will be asked to remove the offending material from the social media site immediately.

Serious breaches of this policy, e.g. incidents of bullying of colleagues or social media activity causing serious damage to the school, may constitute gross misconduct and could result in dismissal.

EQUALITY

Audlem St James C.E. Primary School will ensure that, when implementing the Social Media Policy, no employee will be disadvantaged on the basis of their gender or transgender, marital status or civil partnership, racial group, religion or belief, sexual orientation, age, disability, pregnancy or maternity, social or economic status or caring responsibility. This means that the policy may need to be adjusted to cater for the specific needs of an individual including the provision of information in alternative formats where necessary.

MONITORING

Data relating to the operation of this policy will be collated and monitored regularly to ensure that the policy is operating fairly, consistently and effectively. Issues that are identified from the data will be dealt with appropriately.

Acceptable Use Policy Statement – to be signed by all staff using school ICT equipment at home/outside school

This document relates to any ICT equipment which staff take off site for school purposes at any time. This includes a range of devices e.g. laptops, mobile phones, tablets, and digital cameras.

Staff must always seek permission to take this equipment home and should only use it for the purposes identified and agreed. Any infringement of this agreement could result in disciplinary procedures.

- Any hardware and software provided by the workplace for staff use at home can only be used by the named member of staff. No family members may use the ICT equipment. The ICT equipment is supplied for the staff members' sole use.
- Login credentials (including passwords or encryption details etc.) must not be shared with any other individuals/ displayed any where/ used by any individual other than the staff member.
- Where the staff member thinks that someone has learned their password then they should change it immediately.
- To prevent unauthorised access to systems or personal data, the staff member should never leave any information system unattended without first logging out of the device, locking it, or storing it securely.
- The member of staff must protect the devices in their care from unapproved access or theft.
- The staff member will avoid leaving any portable or mobile ICT equipment or removable storage media in unattended vehicles.
- Equipment must be kept physically secure in accordance with this policy to be covered for insurance purposes.
- When accessing personal, sensitive, confidential or classified information the member of staff will ensure that the screen display is out of direct view of any third parties including family members

- The staff member will ensure that all school data is stored on the school network, and not kept on the hard drive of the device
- The staff member will ensure that personal, sensitive, confidential or classified information is not disclosed to any unauthorised person
- The member of staff should not install any purchased or downloaded software, including browser toolbars, or hardware without permission from the Head.
- Any data which is being removed from the school site (such as via email or on memory sticks or CDs) must be encrypted by a method approved by the school
- The member of staff will not attempt to bypass any filtering and/or security systems put in place by the school.
- If the member of staff suspects that the device has been damaged, compromised or affected by a virus or other malware, or if they have lost any school related documents or files, then they must report this to the Head as soon as possible.

If you have any queries or questions regarding safe and professional practise with regard to ICT equipment off site, then it is your responsibility to raise them with the Head Teacher or Deputy Designated Safeguarding Lead .

The School may exercise its right to monitor the use of information systems, including Internet access and the interception of e-mails in order to monitor compliance with this Acceptable Use Policy and the School's Data Security Policy.

Where it believes unauthorised and/or inappropriate use of the service's information system or unacceptable or inappropriate behaviour may be taking place, the School will invoke its disciplinary procedure. If the School suspects that the system may be being used for criminal purposes or for storing unlawful text, imagery or sound, the matter will be brought to the attention of the relevant law enforcement organisation.

User Signature

I understand this code of conduct and agree to support the safe and secure use of ICT equipment

Full Name	
Job Title	
Date	

Signature	

CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

1. Introduction

The public is entitled to have trust and confidence in the integrity of the Audlem St James C.E. Primary School community, its staff, governors and volunteers. The conduct of all must therefore be of the highest standard. This Code of Conduct has been prepared to help employees and volunteers on issues of conduct by providing a framework of guidelines.

2. General Obligations

Adults working at Audlem St James C.E. Primary must all act with utmost good faith with regard to the business of the School, and do all in their power to promote the School's interests and not do anything which may adversely affect the School's reputation.

3. Public Duty and Private Interest

Off-duty hours are an employee / volunteer's own personal concern. It is important, however, that people do not put themselves in a position where their duty to the School and their private interests conflict.

Employees and volunteers are expected to abide by the policies of the School. They must take care to ensure that their own personal or political opinions do not interfere with the provisions of balanced professional advice or their duty to carry out those policies.

4. Confidentiality and Information Disclosure

Adults working at Audlem St James must conform to the requirements of the Data Protection Act 2002 and must take all reasonable steps to ensure that the loss, destruction, inaccuracy or disclosure of information does not occur as a result of their actions. This includes information relating to school business and pupil data.

Members of staff / volunteers must not use information obtained in the course of their duties to the detriment of the School or for personal gain or benefit; nor should they impart this information to others who might use it in such a way.

Confidential information belonging to the School, or any member of the school community (adult or child) must not be disclosed to any person not authorised to

receive it.

5. Safeguarding and Acceptable Use of Computers

All staff follow the school's statement of agreed use regarding the use of the internet and electronic media, including the policies relating to the taking of photographs and the use of social media.

6. Staff Dress Code

To dress professionally shows pride, effort, respect for oneself and one's profession. Adults in school are role models for learners in the school; therefore they have a responsibility to model appropriate dress and appearance. The image that we project as professionals is associated with how we present ourselves; the image of the school in the community is related to how all adults in the school dress. It is therefore important to dress appropriately when acting in a professional capacity.

Adults should be neat, clean, smart and tidy, wearing clothes, including shoes, which are commensurate with their post in the school. The staff dress code is smart rather than casual. This is not a policy meant to detail every eventuality; it is up to individual staff to decide whether their appearance is appropriate guided by the principles above. However, denim, flip flops and revealing clothes, such as short skirts or low cut tops, should be avoided. Tattoos should also be covered and facial piercings should be discrete or covered. Extreme haircuts, including unnatural colours, are not permitted. For health and safety reasons jewellery should be kept to a minimum and be appropriate to the role.

Audlem St James C.E. Primary School is committed to promote diversity and will therefore respect individual preference in terms of customs, culture, religion and tradition.

7. Physical Restraint of Pupils - Positive Handling

Schools have a "duty of care" to their pupils. This may in rare occasions, involve a member of staff having to handle pupils to prevent them harming themselves, others or damaging property. We have risk assessments in place for the very small number of pupils that we are likely to have to restrain and relevant staff have attended appropriate training.

Should a child's behaviour be escalating, staff are encouraged to use all strategies before restraining the child - such as distraction, asking the child to leave the classroom with another adult, sending a different child to seek help from another adult.

Wherever possible assistance will be sought from another member of staff before intervening. Should an incident arise where you need to restrain a child, the use of any

degree of force can only be deemed reasonable if:

- ✓ it is warranted by the particular circumstances of the incident;
- ✓ it is delivered in accordance with the seriousness of the incident and the consequences which it is intended to prevent;
- ✓ it is carried out as the minimum to achieve the desired result;
- ✓ the age, level of understanding and gender of the pupil are taken into account;
- ✓ it is likely to achieve the desired result;

Any such incidents must be recorded in writing on the day of the incident and given to the headteacher as soon as possible after the incident.

8. Disciplinary Action

Any breach of this Code of Conduct will be the subject of disciplinary action which could result in dismissal.

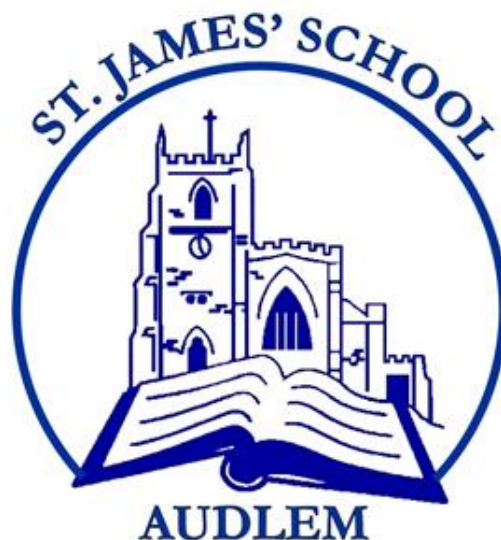
9. Further Information

This Code of Conduct cannot cover every eventuality. Its purpose is to alert employees / volunteers to some of the matters about which queries are received. It does not replace the general requirements of the law, common sense and good conduct. Staff must refer to the Staff Handbook for further guidance re this code.

If employees / volunteers are uncertain about what to do in a particular situation or require further information or guidance on the appropriate course of action to take in any situation they must contact the Headteacher for advice before they taken any action.

WELCOME TO
AUDLEM ST JAMES C.E. PRIMARY
SCHOOL

Staff Handbook and Code of Conduct



Audlem St James' C.E. Primary School
Heathfield Road,

Audlem,
Cheshire
CW3 0HH

Telephone: 01270 906283 Fax: 01270 812314

e mail: admin@stjamesaudlem.cheshire.sch.uk
bursar@stjamesaudlem.cheshire.sch.uk
head@stjamesaudlem.cheshire.sch.uk

WELCOME TO AUDLEM ST JAMES C.E. PRIMARY SCHOOL

We aim to provide a stimulating environment in which every child will feel secure and happy. Each child is encouraged to develop the self respect that comes from being appreciated as an individual and from success in learning.

We recognise the need to provide appropriate, relevant and innovative learning opportunities that will best equip our children for their adult lives. Priority is given to the communication skills of language, literacy and numeracy and to learning through the use of new technologies.

We aim to enhance their joy of discovery, develop problem solving skills and encourage creativity whilst extending their confidence, as they mature both socially and emotionally. We consider these to be the essential tools for successful learners.

Let Your Light Shine.' Matthew 5:16

At Audlem we embrace the adventure of learning, encouraging everyone to step out further, think more deeply and become more understanding. Inspired by our Christian values, we are developing our skills, our courage and our wisdom to achieve beyond expectations and become successful learners, caring citizens and confident individuals. Through God's love, we are nurtured, we are inspired and we shine.

We hope this handbook answers the initial questions you may have about working with us. We are a very friendly team and hope you soon feel very comfortable to approach any of us with any questions or concerns.

Audlem St. James C.E. Primary School



Teaching Staff

	Year Group
Mr Andrew Perry	Headteacher
Miss Ellie Baliey	4
Miss Liz Morris	3
Mr Philippe Blenkiron (KS2 Lead)	6
Mrs N Richardson (KS1 Lead)	1 Assit Head
Mrs J Smith	
Mrs J Burgess/ Mrs C Kemp	EYFS
Mrs Zoe Willis	2
Mrs S Proctor	5

Heathfield Road, Audlem, Cheshire, CW3 0HH.

Tel: 01270 906283

Fax: 01270 812314

Email: admin@stjamesaudlem.cheshire.sch.uk

Support Staff

Mrs Jill Taylor	Bursar
Mrs Meadows	Clerical Assistant
Catering Staff	
	Miss Danielle Brookes (Kitchen Assistant)
Mid-Day Assistants	
Mrs Helen Horton	
Site Maintenance and School Cleaning Staff	
Brine Leas Staff	Site Maintenance Officer
Brine Leas Staff	Cleaners

Teaching Assistants
Miss B Jones 1-1 support mornings
Miss G Latham training to be a teacher
Mrs Ruth Bugeja - KS1 interventions and KS2 interventions
Mrs Sarah Ayers
Mrs Sally Ann Spooner - KS1/KS2 interventions PPA cover
Mrs SJ Nixon - EYFS

Number of classes: 7

Number of children on roll: 182

SCHOOL TIMES

Doors Open for all classes at 8.40 am and school day starts at 8.45am

All children come straight into school and are met by their class teacher in their classrooms.

Home Time: Reception and Key Stage 1 - 3.15pm

Key Stage 2 - 3.15pm

Registration

Register is taken at 8.55am in the morning and at the start of the afternoon session at 1.00 pm.

Teaching Times

Reception & KS1	8.45am to 12.00am	KS2	8,45am to 12.10pm
	1.00pm to 3.15pm		1.00pm to 3.15pm

Playtimes

KS1	10.45am to 11.00am	KS2	10.45am to 11.00am
	2.15pm to 2.30pm if needed		no afternoon play

Assembly

Whole School assemblies take place daily from 10.30-10.45am.

On Thursdays, all teachers lead Roundabout Assemblies for classes across school.

REGISTERS, ABSENCES AND DINNER/SNACK LISTS

The Register should be taken at the beginning of the morning and afternoon sessions at 8.45 am and 1.00pm. Always enter your daily total. Your register should be sent to the office as soon as it has been taken.

Each class has a weekly unreported absence form. If a child is absent without explanation please enter the child's name on the unreported absence form and return this to the office as soon as possible after registration, with your register.

The Dinner and Snack Lists should be completed as soon as possible after register and returned to the School Office with your register.

UNIFORM

A Dress Code: School Uniform and Personal Appearance

We expect everyone connected with the school to take a pride in their personal appearance. Staff are expected to dress appropriately to their role in school.

Wearing uniform gives children a pride in belonging to their school. All children are encouraged to wear the school colours of navy blue and grey and wherever possible we expect children to wear the school uniform.

- ✓ Grey trousers, shorts or skirts
- ✓ White or blue shirts or polo shirts
- ✓ Sweatshirts, cardigans or jumpers in navy blue
- ✓ Blue and white gingham or striped summer dresses
- ✓ Black school shoes

Casual wear (football tops, T-shirts with slogans, jeans) must not be worn.

Jewellery must not be worn although children with pierced ears may wear simple studs.

Inappropriate fashion wear (high heeled shoes, boots, fashion trainers, leggings and jogger bottoms) is not acceptable.

It is essential that children are correctly dressed for P.E and Games lessons. Children must have a change of clothing and footwear.

- ✓ Coloured T-shirt in their team colour
- ✓ Navy blue shorts or gym skirt
- ✓ Rubber soled plimsolls
- ✓ Tracksuits or sweatshirts and leggings for games in colder weather
- ✓ Trainers for outdoor games in Key Stage 2
- ✓ Long hair must be tied back
- ✓ Ear rings should be removed or covered with surgical tape

First Aid

First Aid supplies are located in the medical cupboard in the corridor. Any first aid which is administered should be recorded on the appropriate forms. If you require assistance please ask one of the first aiders. Lists of first aiders are displayed by the medical cupboard and across school.

If a child has a bump during the day, including at lunchtime, that has resulted in first aid (above and beyond a basic plaster) please make sure parents are made aware at the end of the day.

Asthma

Inhalers are kept in drawstring bags within each classroom. This bag should be taken out to PE and any outdoor learning/trips with the class. If a child needs to get their inhaler from elsewhere in school at any time, always ensure they are accompanied by another child.

Medicines

All medications required completion of an administration of medicines in school form to be completed by parents/carers.

Health and Safety of Adults

- If adults have an accident in school, it should be recorded on the appropriate form. These are kept in the office.
- Step ladders for use by staff putting up displays are kept in the in the caretaker's stockroom. Please seek advice before working at height.
- Staff should ensure that any students undertaking work experience placements are clear about health and safety issues.
- Consult the Deputy or Headteacher if unsure about any health and safety issues.

Fire Evacuation

The evacuation procedure is to be used for any incident where it is necessary to be away from the school building. The object of the procedure is to ensure that the building is clear of pupils, staff, contractors and visitors. A

Fire Notice, which is displayed in each classroom in the school, details the evacuation procedure. All staff, pupils and visitors to the school should be made aware of the procedures as a matter of course.

CHILD PROTECTION

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

The atmosphere within our school is one that encourages mutual respect between adults and children. We provide opportunities that enable our children to take and make decisions for themselves and build self-confidence.

The Governors and Staff ensure that our school has a range of adults whom children can approach for help.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Our Safeguarding and Child protection policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- to raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
- to ensure effective communication between all staff when dealing with child protection issues;
- to lay down the correct procedures for those who encounter an issue of child protection.

There is a named person in our school who is the Designated Child Protection Lead. At present, this is the Headteacher and [the Assistant Headteacher and KS2 Lead](#).

If any teacher suspects that a child in the class may be a victim of abuse, they immediately inform the named person about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.

Any action that the named person takes when dealing with an issue of child protection will be in line with the procedures outlined in the LA Child Protection guidelines.

The Headteacher works closely with the Social Services/ Education Welfare department and the LA CHECs system when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.

If a child alleges abuse, the Headteacher will confer with the Class teacher usually prior to making a referral (without communicating with parents first). In some circumstances we will inform the parents.

If a child protection referral is made, a case conference is held within eight working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the LA guidelines.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them.

We require all adults employed in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse.

There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. The Headteacher requires the adult involved in any such incident to report this to him/her immediately. The incident is recorded and parents notified.

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures.

The governing body regularly reviews any incidents reported to them by the Headteacher. A named governor participates in the school's training with regard to the child protection procedures.

SAFEGUARDING CHILDREN

This school gives the highest importance to the safeguarding and welfare of children. The governors, Headteacher and staff will carry out their responsibilities efficiently, effectively and diligently to ensure that this school is a safe learning environment for children.

The policy for safeguarding children aims

- To create a learning environment for safeguarding and promoting the welfare of children.
- To put into place recruitment procedures that safeguards and promotes the welfare of children.
- To make efficient arrangements for checks on new staff and volunteers
- To ensure that others who employ or supply staff have efficient arrangements for checks on staff.
- To verify the authenticity of the qualifications of staff
- To check and verify the identity of staff

All staff and volunteers will complete a DBS check. Supply teachers or teachers from abroad are subject to the same level of checks. We use regular supply teachers to help us to guarantee this.

Candidates for post in school must confirm identity through official documents.

We record the date, timing or reference of the check in an orderly and accessible way.

The Headteacher and two Governors have completed Safer Recruitment Training and Headteacher/DSL also hold a current Level 2 Certificate in Child Protection from the Safeguarding Children board.

Once staff are in place we will keep records that note for each staff member:

- Whether they are who they say they are,
- Whether they have the qualifications that they say they do.
- Whether they have a criminal record, and when it was last checked and by whom.
- The date, timing or reference of the check in an orderly and accessible way

The policy puts into place all of the recommendations of **'Keeping Children Safe in Education' document September 2025**

Policies

Audlem St. James' school policies aim to provide staff, pupils, and parents with clear information about the school and the standards expected by all members of its community. These policies enable us to work together to do the best by those in our care. All staff, pupils and visitors to the school should make themselves aware of the policies as a matter of course.

The Safeguarding and Child Protection Policy (which includes eSafety, Social Media, Mobile Phone and Acceptable Use policies) can be found in full on the staff shared drive.

This policy applies at all times, in and out of school hours, whilst using school computer equipment. Please read it carefully because any use of school computers signifies acceptance of this policy.

If you have any problems accessing the policies please ask the headteacher or the school office.

OUR APPROACH TO TEACHING AND LEARNING

We aim to establish a culture within school, which develops the attitudes and qualities needed for successful lifelong learning.

We believe that effective teaching is the provision of high quality experiences designed to ensure that children have opportunities to learn and to promote a love of learning, in a stimulating and supportive environment. The ability to establish and maintain good relationships is central to effective teaching. The emphasis lies in a firm commitment to developing each child's skills, knowledge and understanding in a context that provides purpose and meaning. We believe that children learn most effectively when they are actively engaged in the learning process and our classroom practice provides time for reflection and evaluation.

Key skills underpin learning throughout school.

Communication: listening, speaking, reading and writing

Application of number: mental calculation skills, solving number problems

Information technology: find, analyse, interpret and present information

Working with others: consider the views of others, develop social skills of co-operation and mutual understanding

Improving own learning and performance: understand what to do next to improve

Problem solving: solve problems in a variety of contexts and situations

In order to create an appropriate environment in which skills for learning can develop we plan an integrated approach to curriculum delivery.

Our learning programme is designed to improve the children's capacity to

- take responsibility for their own learning
- work cooperatively and productively with others
- pursue new ideas and original thinking
- persevere and adapt ideas, applying learning in different situations
- question, hypothesise and experiment
- make connections between areas of learning and relate studies to real life situations
- use and apply technology in all areas of the curriculum
- connect and respond to issues of a global perspective

CLASSES AND TIMETABLES

Classes are arranged chronologically in mixed ability groups with one class per year group from Reception to Year 6.

The pupils spend much of the time with their own class teacher covering the curriculum through whole class teaching and group work. During themed weeks there are opportunities for pupils from different year groups and key stages to work together.

The timetable for each class is flexible apart from periods when shared facilities such as the hall are used. Timetables for this are published each year. A timetable is also provided for the use of the laptop trolley.

PLANNING

English and Maths planning is done weekly. Planning is regularly monitored by Subject Leads.

In order to create an appropriate environment in which skills for learning can develop we plan an integrated approach to curriculum delivery.

Medium term planning is saved on the staff shared system at the start of each new theme / topic for monitoring by subject leads. Samples of work may also be requested. Adaptations, additions, omissions and alterations should be written onto the planning sheets as the work is planned and taught. Please inform the subject lead of any significant successes or changes and give them a copy of the amended plans.

ASSESSMENT

Each year group has a cohort file containing current tracking data for the class and actions to be taken following half termly Standard Meetings for that class.

Please see the English and Maths subject leads to find out more about our systems for the assessment of reading, writing and maths.

Foundation Subject assessment files are updated at the end of each topic and are monitored termly by Senior Leaders and subject leads.

Please refer to the Relationship Policy

School Trips / Taking children out of school at any time

Residential visits, day visits, attendance at local tournaments, local walks etc that enhance our curriculum are encouraged. Try to book educational visits in plenty of time. Mrs Gunstone will book coaches for you but will need to give notice.

Before the visit:

Try to use venues that regularly host visits from primary schools, as they should have the correct insurance and adequate facilities. If in doubt, check that they have these. It is advisable to visit beforehand to assess any potential risks and to ensure that the trip runs smoothly and provides the maximum educational benefit. Ensure our trip coordinator (Mr Perry) is aware of your visit and he has agreed appropriate risk assessments **by, at a minimum, the Friday before the trip is due to take place**. You must also upload your visit to the EVOLVE system by the Friday before your trip is due to take place.

Ensure you have enough adult helpers - aim for at least 1:6 in Y1-3 and 1:10 in Y4-6.

Dangers and how to avoid them

Hazard	Risk	Level	Control Measures
Separation from party	Getting lost	Medium	Regular head count, small groups max 10, must stay with adult
Road crossing	Being hit by vehicle	Medium	All groups to line up parallel with kerb and cross as one. Ensure good line of sight. Staff to arrive first at kerb
Leaving party member behind	Risk of assault or abduction	Medium	Check numbers before every departure
Road traffic	Falling off path into traffic	Medium	Keep buffer zone between groups and kerb
Sea	Drowning	Medium	Adults always on seaward side. Group maximum of 6. All adults trained
Sand	Damage to eyes	Low	Briefed and strong action at first sign of throwing
Sun	Sunburn	High	Hat, sun block, parental letter, supervised use.
Heat	Heat stroke or dehydration	High	Pre-visit and establish access to shaded areas. Plentiful supply of liquids

Where things are . . .

Staff Room

Who uses it

All staff and students who are training to be teachers or teaching assistants share the staff room.

Keeping tidy.

The staff room is tidied on a rota basis; the rota is displayed in the staffroom.

The Whiteboard/Noticeboards

Check this each day for messages. You can also write messages on here. Weekly timetables for shared areas can be found on the noticeboard – feel free to book slots you require.

Staff Drop Files

All mail for members of staff is put in here; please ensure you check these daily.

Tea and coffee

Coffee and tea are available in the staffroom.

Lunch may be purchased from the school kitchen and eaten in the dining room or staffroom.

Many staff bring lunch from home and there is a microwave oven in the staffroom kitchen.

Stock Room

A shared store area is located in the store room in Year 4 and the cloakroom area of Year 1. In there you will find a range of paper, card and other art resources.

Curriculum resources

Teaching resources for Maths, Science and Art and DT can be found in the cloakroom area of Year 1. RE and Music resources are in the cupboards in the Moonstone. Please replace anything you borrow.

PE.

Equipment is in the hall and in the PE Shed next to the Learning Shack.

All resources are shared throughout the school so plan accordingly and put back where you found them as soon as you have finished with them. Shortages or breakages should be reported to the relevant curriculum coordinator.

IF SOMETHING IS BROKEN:

If something is broken or not working, please report it. If it is something that can be repaired, please let the caretaker know. She has a book in the office where such requests can be made.

If something is beyond repair, let the Headteacher or School Bursar know.

If an aspect of ICT is not working, please log it using our jobs log email (address displayed in staffroom).

Please consult our ICT Subject Lead or School Bursar if you are unsure how to do this.

Cleaning

Concerns about standards of cleaning should be reported to the Site Maintenance Officer, in the first instance.

ROTAS

There is a rota published for playground duty and for assemblies. Each member of staff has a copy.

Duties

If you know that you will be out on a course when you should be on duty, please swap your rota day with a colleague.

MEETINGS

Staff training meetings are held on alternate Tuesdays and Thursdays from 3.30pm to 5.00 pm. All teaching staff are expected to attend.

The weekly diary dates are discussed and essential information can be shared in the week

STAFF ABSENCE

If you are poorly and unable to work please give us as much notice as possible, by 8am at the latest of the morning of an absence. In the first instance telephone the Headteacher. If you are unable to contact the Headteacher, please contact the Assistant Headteachers. Phone numbers for staff are listed on the staff contact sheet, available from the School Office. Having initially notified us that you will be absent, staff must contact us by 3pm of the day of your absence to let us know whether you are fit for work the next day. Any subsequent days of absence must include a phone call update to school.

School Holidays

Staff who wish to be in school outside of term time should notify the Site Maintenance Officer, to ensure access. Staff must sign in when they arrive and sign out when they leave, outside of term time. A signing in and out sheet is kept in Reception.

SCHOOL GOVERNORS

The Governors meet regularly as a complete body, or by way of sub committees and working groups, to deal with a range of school business. They are responsible for curriculum matters, building maintenance, appointment of staff and for deciding how the school's budget should be spent.

Matters relating to the internal organisation and discipline of the school are usually dealt with, in the first instance, by the head teacher with further support from the governing body.

PARENT TEACHER ORGANISATION (Friends)

All parents and guardians and staff are automatically members of Friends.

This is well established and active. Each year the school community elects a committee, which meets regularly to organise social events and raise funds for the school.

PARENTS FORUM

Our Parents' Forum meet termly to discuss a range of issues. The agenda is often led by parent questions or suggestions. All staff are welcome to attend.

SCHOOL PARLIAMENT and BUDDY SYSTEMS

We have a very positive ethos in the school that is reflected in the excellent relationships between staff and children. Children are given every opportunity to share their views and suggestions with staff, who listen and give them careful consideration.

The children have an elected School Parliament committee who meet regularly with a named teacher to discuss school issues. Their valuable contribution has influenced school policy and practice in several areas.

Year 6 pupils are buddies to our younger pupils in EYFS and we have designated Play Leaders who lead playground activities for children several times a week.

HOME SCHOOL LIASON

We are very proud of the communication we have with our families. Staff are encouraged to be pro-active in their work with parents – if you have any concerns, pastorally or academically about any child, do not wait until parents' evening to share this.

Staff are approachable and encourage parents to share with them any concerns. Sometimes this is via a quick word at the start or end of a day, sometimes by offering the opportunity for a meeting. If you intend to meet a parent before or after school, please ensure the Headteacher or Assistant Headteachers are aware of the meeting – this ensures that, should a parent wish to discuss a matter further, senior leaders are fully aware of the reasons behind the meeting.

Keeping the Headteacher / Assistant Headteachers informed of the results of such meetings always helps to ensure consistency and professionalism in the way in which we work with our families.

We hold three parents evenings each year. In October and in February/March there are individual appointments for parents to discuss their child's progress. In July the children bring their parents into school to share their work. Reports are sent home each July detailing progress in each curriculum area.

Each year we organise curriculum evenings/mornings for parents and there is an open day in the autumn term, providing an opportunity for prospective parents to view the school.

Newsletters are sent home each week to inform parents of news, dates and forthcoming events. If you have any news that you would like to share with all parents via a newsletter, please let the Headteacher know. Teachers inform parents of current class themes and topics. If you send a letter home please send a copy to the Headteacher and office for our records.

Each September the Home School Agreement and Code of Conduct is sent home.

All the children have a Home School Book. These are to record reading and other homework.

At the beginning of each year we ask parents to update the contact details that we hold for their children.

PARENTS AND VOLUNTEER HELPERS IN SCHOOL

We have a large group of committed volunteer helpers. They are all very capable and willing. They work with small groups or individual children. Areas in which they help include listening to readers, art, sewing and baking. Parents also volunteer to accompany school trips, residential visits and teams going to away matches.

If a parent is taking children in their car they should first fill in the insurance declaration, which are found in the school office.

Parents should be made aware of the need for confidentiality and given a copy of our information leaflet for volunteers.

PROFESSIONAL DEVELOPMENT AND INDUCTION

Audlem St James C.E. Primary School is a learning community, which values all the people who work within it. Our overall aim as a school is to enable our children to reach for the highest level of personal achievement. We recognise that if we are to achieve this aim, then all staff within our school have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement.

All staff and governors in our school are entitled to professional development opportunities. These opportunities are linked to local and national priorities such as:

- those identified within our strategic school development plan (ASIP);
- appraisal as part of the Performance Management system

A guidance booklet supports the induction of parent helpers and work experience students.

The CPD programme offers staff a wide range of development opportunities, including:

- Staff / joint staff and governor training days
- group reviews of children's work
- subject lead lesson observations
- visits to other schools
- co-operative planning sessions
- membership of working groups
- advisory input, peer coaching and mentoring
- membership of local and regional network



Midday Handbook

School Tel. No.
E-mail

01270 906283

head@stjamesaudlem.cheshire.sch.uk

I have much pleasure in welcoming you to the team at Audlem St James' C.E. Primary School and hope that you find the information enclosed within this pack helpful to you.

The aim of this pack is to give you some information that may help you to settle in at our school. If you have any queries, please do not hesitate to contact me and we will do all we can to help. You are bound to have at least one question which we will not have answered here!

I hope that you will be very happy working us.

Yours sincerely,

Mr Andrew Perry
Head Teacher

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Who's who - List of all staff

Audlem St. James C.E. Primary School

Heathfield Road, Audlem, Cheshire, CW3 0HH.

Tel: 01270 906283

Fax: 01270 812314

Email: admin@stjamesaudlem.cheshire.sch.uk



Teaching Staff

	Year Group
Mr Andrew Perry	Headteacher
Miss Elise Bailey	4
Miss Liz Morris	3
Mr Philippe Blenkiron (KS2 Lead)	6
Mrs Nicola Richardson Mrs Jo Smith	1 Assit Head
Mrs Jodie Burgess/Mrs C Kemp	EYFS
Mrs Zoe Bailey	2
Mrs Steph Proctor	5

Support Staff

Teaching Assistants
Miss B Jones 1-1 Morning
Miss G Latham training to be a teacher
Mrs Ruth Bugeja - KS1 interventions and KS2 interventions
Mrs Sarah Ayers
Mrs Sally Ann Spooner - KS1 & KS2 interventions PPA cover
Mrs Sarah Jayne Nixon - EYFS

Code of Conduct

Our school aims to foster personal and academic development in a caring, secure, challenging environment so that each individual can achieve his/her full potential.

Equal Opportunities

Our school is committed to promoting equality of opportunity in all aspects of school life based on the understanding that all people are different but equal. We seek to address issues of race, gender, culture and religion, wherever appropriate.

Golden rules

The school has the following "Golden Rules" which are displayed around the building and promoted throughout the school year:

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

Policies

All policies are kept in a file in the office and are available on request. New staff are encouraged to read the following policies as a priority:

- Behaviour
- Safeguarding including Child protection
- Health and safety.

All staff are responsible for promoting the school ethos, setting a good example by their own conduct and challenging inappropriate attitudes and behaviour whenever and wherever they arise.

Dress Code

Staff are asked to dress smartly in order to set an appropriate example to their pupils. A tabard will be provided to keep your clothes clean. It is requirement of your post to wear it. Any coats or bags can be kept in the kitchen or staff toilets during your duty.

Security and Health and Safety

All MDAs are to use the main entrance when reporting for duty. They must ensure they sign in and out in the staff log and wait in the entrance area or hall prior to duties beginning. For health and safety reasons, MDAs are not to stay in the kitchen area at any time.

Smoking

We operate a strict no smoking policy in school and in the school grounds.

Car Parking

Please feel free to park within the school car park, ensuring that you do not block any teachers' cars as they may wish to leave the premises over lunchtime.

Toilet

The staff toilet is located by the entrance, just past the offices. Please try to ensure that you do not need to go to the toilet during your duty.

Use of Your Mobile Phone

Mobile phones are not to be used in the classrooms. The school office is your emergency contact number for friends and family while you are at working in classes.

By accepting a post at this school, you are agreeing to support all school policies and to abide by the code of conduct.

PRINCIPAL DUTIES AND RESPONSIBILITIES OF A MIDDAY ASSISTANT

Midday supervisory assistants are responsible under the direction of the Headteacher for helping with the care and supervision of children in the school during the midday period between morning and afternoon lessons.

Specific Information re Care and Supervision of the children in the Dining Room.

Your responsibilities include:

Supervision of groups or queues waiting for service - MDAs must be stationed in the hall AT ALL TIMES and not in the kitchen area.

Supervision of table behaviour and manners, assisting children where necessary - children are allowed to sit with their friends as we recognise dinnertime to be a social occasion. We encourage the children to chat to their friends as they eat. However shouting is not acceptable. We encourage good table manners. MDAs must ensure they move around the hall regularly, encouraging children to try food and modelling good use of cutlery and good manners. The use of praise and stickers for good manners is vital.

Supervision of return of dirty dishes. However, MDAs are **NOT** to station themselves at the plate clearing area.

It is important that MDAs **ENSURE** one leaves the hall as soon as numbers in hall are low to ensure ratios are maintained at all times outside.

Dietary requirements of children

Where a child/children have specific dietary requirements, the school cook will be informed and Midday Assistants will be notified.

Specific Information re Care and Supervision of the children in the Playground and other Areas:

It is vital children are **actively** supervised outside at all times. There are a minimum of two adults outside at a time - it is vital that they are patrolling the playground or supporting children in group activities (we've all seen schools where the staff sit and chat and the children are left to their own devices - this is not good supervision).

Children must ask you first if they want to go inside. Any child given permission to go into school during lunch times. (all MDAs have a stock of these as well as their own 1st Aid bumbag for dealing with any minor grazes).

Encourage group activities eg. round games, singing games, skipping, ball playing. Play Leaders will also lead play activities which MDAs should actively encourage.

If it is wet, children stay in their classrooms. It is expected that middays supervise activities in classrooms.

Directed Time and absences

Your hours of work are either 12.00-1.00pm.

If you are poorly or require a day off at short notice, please notify the school office as soon as possible - first thing on the morning of the day you will be off, at the very latest.

If you require leave of absence for ANY reason, you are asked to request it IN WRITING from the Headteacher. It is at her discretion as to whether the absence is paid or unpaid.

Self-certification of sickness is required when you have been poorly for up to 7 calendar days. These should be completed on your return to work with Jill Taylor, the School Bursar.

A doctor's sick note is required for absences of over 7 days

Our Relationship Policy

The following information is taken from our current Policy. Please ask the school office if you would like a full copy of this document.

Pupils with Particular Medical Needs

Inhalers are kept in the classrooms, with a form detailing each child's instructions for administration.

Where children have individual needs, a care plan is in place for their supervision. Often these children have their own allocated one to one carer. Where it is necessary for you to be involved with such children, Mr Perry will ensure you are aware of the relevant part of the care plan.

Fire drills

Please familiarise yourself with the fire drill procedures. Fire drills are held regularly.

In the event of a fire drill during lunchtime, please evacuate the children from the hall by the nearest exit. Encourage the children to remain calm and to walk.

Children should then line up in classes on the playground facing school.

Any teaching staff on the premises will come outside too and help check registers,

Please help by checking class registers with us if necessary and encouraging the children to stay calm.

Child Protection and Safeguarding

You will be offered safeguarding training on commencing your post. Please let Headteacher know if this has not taken place within 6 weeks of your start date. It is important that Midday Assistants follow school safeguarding procedures around children whilst maintaining confidentiality linked to pupil, home and school.

If a child chooses to tell you about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- don't put words into the child's mouth but note the main points carefully
- keep a full record - date, time, what the child did, said, etc
- reassure the child and let them know they were right to inform us
- sensitively inform the child that this information will have to be passed on and immediately inform the Head teacher

Health and Safety of Adults

- If adults have an accident in school, it should be recorded on the appropriate form. These are kept in the office.
- If the school needs to be closed for any reason, Midday Assistants will be contacted at the earliest opportunity.
- In line with our school security procedures, Midday Assistants must remain vigilant about pupils during lunchtimes. Children are not to go home during lunch break without teacher consent.

Consult the Assistant Headteacher or Headteacher if unsure about any health and safety issues.

Emotional Health and Wellbeing Policy

Scope

This document describes our school's approach to promoting positive mental and emotional health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our Administration of Medicines and Safeguarding policies in cases where a pupil's mental health overlaps with or is linked to a medical or Safeguarding issue and the SEND policy where a pupil has an identified special educational need.

Secure emotional and mental health provide a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

"Happy, calm children learn best" Daniel Goleman

1 in 4 people have some sort of mental health problem at some time in their lives.

This can include things like feeling stressed or worried, down or depressed, angry or overwhelmed. Sometimes these feelings can be a reaction to problems in life, like bullying or arguments at home. Sometimes the feelings can be a response to memories or problems from the past and sometimes you just don't know why you feel the way you do.

The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

At Audlem St James Primary School, we aim to promote positive mental health for every member of our staff and our pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

Mission statement

At Audlem St James Primary School, we are committed to ensuring that our school is a place where children can 'Let their light shine.'

We achieve this through our aims and vision:

Our school is a place where EVERYONE matters. We aim to help our children to become happy, well-rounded individuals who have a love of learning and a desire to achieve and progress. We all care for each other in our school community and encourage the children to become responsible citizens who make a positive contribution to society. They are inspired to reach their true potential by

becoming confident, independent, life-long learners; adaptable in an ever-changing world. The school promotes Christian values and spiritual awareness through the experiences it offers. Together, we learn, play, pray and grow.

Aims

Our aim is to ensure all children, at Audlem St James, feel safe and happy.

We know that when children feel safe and happy they:

- ✓ are ready to learn
 - ✓ begin to express, and manage, their own feelings
 - ✓ can make and keep positive relationships with peers
 - ✓ are more likely to achieve to the best of their ability
 - ✓ will enjoy school
- Through the use of the 5Rs, the children will:
 - ✓ Develop Resilience, Responsibility, Readiness, Reflectiveness and Resourcefulness.
 - ✓ Be able to face challenges, resolve issues and setbacks and learn from them.
 - ✓ Be ready to learn and engage in the learning process.
 - ✓ Take responsibility for their learning and develop positive learning behaviours such as concentrate.
 - ✓ Become aware of others and empathise with them.
 - ✓ Develop a sense of right and wrong.
 - Using 'Good to be Green' behaviour management strategy promote high standards of behaviour throughout school - this is modelled by the whole staff team.

We want all of our pupils to have high self-esteem and confidence. To achieve this we:

- Encourage all stakeholders (pupils, parents and staff) to have a say in what happens at school;
- Work in partnership with parents who are involved in school life and learning;
- Consistently and regularly promote positive mental health in all staff and students;
- Ensure staff and children's understanding and awareness of common mental health issues is regularly updated;
- Alert staff to early warning signs of mental ill health;
- Provide support to staff working with young people with mental health issues;

- Provide support to students suffering mental ill health and their peers and parents/carers.

Wellbeing Team

Whilst all staff have a responsibility to promote the mental health of pupils.

Staff with a specific, relevant remit include:

Name	Role
Andy Perry	Headteacher Designated Safeguarding Lead
Nicola Richardson	Assistant Head/SENCo / Deputy Safeguarding Lead
Glen Haag	Education Welfare Officer
Sylvia Siddorns	Link Governor
Jodie Burgess	Wonderful Wordship Leads
Andy Perry	Anti Bullying Ambassadors Deputy Safeguarding Lead
Clara Kemp	ESafety Leads
Sally Ann Spooner	Teaching Assistant/First Aider
Lydia Hulson	School Nurse
Nick Jarvis	Police Community Support Officer (PCSO)

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Headteacher/SENCO in the first instance.

If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead or the head teacher.

If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Emotional Health and Well being in school

The school promotes and provides a range of opportunities to pupils:

- School Parliament
- A well-being team within school
- Co-ordinated support from a range of external organisations
- Induction and visit days and transition events

- Attachment awareness and Emotional Coaching

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity, Our team of Anti Bullying Ambassadors.
- High profile of anti-bullying procedures and policy through assemblies and events such as national anti-bullying week
- Active listeners to log and follow up any incidents

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school parliament representatives;
- Timetabled meeting time for members of the school parliament;
- Consulting pupils about change and policy development;
- Pupil led assemblies;
- Peer Mentoring through the Green Team, E-Safety Team, Wonderful Worship Leads, Global Ambassadors, Anti Bullying Ambassadors and Play Leaders.

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Parents' evenings
- Coffee mornings
- Involvement in school focus plans and reviews
- Regular consultation about change and development through questionnaires and special meetings
- Subject Focus evenings, Sports and Concerts/Music Events
- Parent Forum
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- Nurture: Forest School, Cognitive Behavioural Therapy Groups, Resilience Training, Animal Assisted Therapy and Learning Conferences.
- Rewarding behaviour and achievements

- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from class teachers, teaching assistants and other agencies where appropriate.
- Encouraging and developing coping strategies and resilience
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity

The school enhances pupil self esteem and personal development through:

- The Personal Development Curriculum which includes Citizenship, PSHE and P4C
- Information, advice and guidance on sex, relationships and drugs
- Opportunities for pupil leadership through School Parliament, Play Leaders, EYFS/Y6 Buddies, Green Team, E-Safety Team, Wonderful Worship Leads, Global Ambassadors, Anti Bullying Ambassadors and Play Leaders.
- Forest School, Cognitive Behavioural Therapy Groups, Resilience Training, Animal Assisted Therapy and Learning Conferences
- An emphasis on praise and reward through Good to be Green, Praise Book and Star of the Day.
- Opportunities for reflection and spiritual development through art, literature and the RE Curriculum
- Weekly Praise assemblies

The school enhances staff motivation, learning and professional development through:

- A compliments board

- Whole school training events, including Safeguarding, Staff Well Being
- Access to appropriate external training
- Involving all staff in decision making and proposed change.
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities.
- Consultation on training and support needs through regular review

Roles and Responsibility

- The promotion of Emotional Mental Health and Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this policy and will assess and monitor its impact annually.
- Staff are expected to know what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how the Emotional, Mental Health and Well Being policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers will be encouraged to participate fully in implementing the policy in partnership with the school.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our Emotional, Mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings

- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Training

Key staff on the EHWPB EHCYP team have received CAMHs Link training.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

We will signpost relevant information for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Mental Health First Aid



First aid is the help given to an injured person before medical treatment can be obtained.

The aims of First Aid are to:

1. Preserve life
2. Prevent deterioration of any injury or illness
3. Promote healing and recovery



4. Provide comfort to the ill or injured

Youth Mental Health First Aid (MHFA) is the help given to a young person experiencing a mental health issue before any professional help is obtained.

The aims of Youth Mental Health First Aid are to:

1. Preserve life where a young person may be a danger to themselves or others.
2. Provide help to prevent the emotional or mental health issue developing into a more serious state.
3. Promote the recovery of good mental health.
4. Provide comfort to a young person experiencing a mental health issue.
5. Raise awareness of mental health issues in the community.
6. Reduce stigma and discrimination.

The Youth Mental Health First Aid Action Plan

Mental Health First Aid **ACTION PLAN**

The five basic steps: ALGEE



Approach, assess and assist with any crisis
Listen non-judgmentally
Give support and information
Encourage appropriate professional help
Encourage other supports

Approach and assess the risk of harm to self or others and to try to reduce any risk that is present.
Approach

- Open conversation
- Consider the time and place to hold the conversation
- Be sensitive and mindful of personal space
- Respect privacy unless there is risk of harm to self and others.

Assess for crisis

- Watch for warning signs

Assist with crisis

- Ensure own personal safety
- Ensure person is not left alone if in immediate crisis
- Seek immediate emergency help if in doubt
- Inform external helpers of situation and mental health needs
- Encourage person to talk
- Don't give advice, argue, deny their feelings/experience
- Reassure help is available and can be found

- Stay calm
- Physical first aid for medical emergencies

Listen and communicate non-judgmentally

It may seem simple, but the ability to listen and have a meaningful conversation requires skill and patience. Listening is critical in helping an individual feel respected, accepted, and understood.

- Set aside any judgments you hold
- Listen without interrupting
- Ask appropriate clarifying questions
- Reflect back what the person has said, using minimal prompts.
- Silence can be supportive
- Use open body language
- Comfortable eye contact
- Don't invade their space
- Don't be critical, argue or get frustrated
- Don't offer glib advice e.g. cheer up
- Remember, you can acknowledge emotional experience without agreeing with concerning actions or pretending delusions or hallucinations are real.

Give support and information

It is important to recognize that mental illnesses are real, treatable illnesses from which people can and do recover. When talking to someone you believe may be experiencing symptoms of a mental illness, approach the conversation with respect and dignity and don't blame the individual for his or her symptoms, provide information, resources, emotional support and practical help.

- Treat a person with respect and dignity
- Don't blame them for their difficulties
- Have realistic expectations for them
- Offer consistent emotional support and understanding
- Give hope for recovery
- Give practical help, but don't take over and solve all problems; instead support new coping strategies.
- Give high quality information relevant to their condition
- Where risk to self or others exist, don't keep a secret, but try to consult person before sharing any details

Encourage appropriate professional help

There are many professionals who can offer help when someone is in crisis or may be experiencing the signs and symptoms of a mental illness.

- This is a difficult step to take, so help person to make decision- early intervention aids recovery
- Discuss wide range of options: GPs, counsellors, psychologists, psychiatrists, NHS - IAPT, Early Intervention in Psychosis, Crisis resolution, Community Mental Health Teams, inpatient, voluntary sector e.g. Mind, helplines.
- GP first port of call, 999 in crisis.
- Medical and psychological treatments are both important.

Types of Professional Help

- "Talk" therapies
- Medication
- Other professional supports

Encourage self-help and other support strategies

Individuals with mental illness can contribute to their own recovery and wellness through:

- Exercise
- Relaxation and meditation
- Participating in peer support groups
- Well being strategies
- Self-help books based on cognitive behavioural therapy
- Engaging with family, friends, faith, and other social networks
- Voluntary and community support

Crisis contacts

NHS: 999 emergency or nearest A&E department

111 Professional Health Advice

Emergency GP Appointment

Samaritans: 116 123

Early intervention Psychosis Teams

CAMHS (Child and Adolescent Mental Health Services) Crisis Resolution/Home Treatment Teams

NSPCC: 0800 800 5000

The role of a Youth MHFA Champion

Nicola Richardson has been trained as a Youth Mental Health First Aider (MHFA).

The role of the Youth MHFA Champion is to act as a point of contact for the young person who is experiencing a mental health issue or emotional distress. This interaction could range from having an initial conversation through to guiding a young person to get appropriate support.

- Youth MHFA Champions are invaluable in providing early intervention to help a young person who may be developing a mental health issue
- Youth MHFA Champions are not trained to be therapists or psychiatrists but they can offer initial support through non-judgemental listening, reassurance and guidance
- Youth MHFA Champions are encouraged to take on a role as a mental health advocate within their school to encourage adoption of approaches to 'whole school' wellbeing and to build on such approaches that may already be in place

Youth MHFA course content

Youth MHFA provides teachers and frontline professionals working with young people the skills and confidence to spot common signs and triggers of mental health issues, as well as the knowledge and confidence to help. Through a mix of presentations, discussions and activities, the course covers these key topics:

- What is mental health?
- Depression and anxiety
- Suicide and psychosis
- Self harm and eating disorders

Youth MHFA Champions are trained to:

- Spot the early signs and symptoms of mental ill health in young people
- Listen to a young person non-judgementally
- Assess the risk of suicide and self-harm in a young person
- Guide the young person to access appropriate professional support or self-help strategies
- Escalate to the appropriate emergency services if necessary
- Maintain confidentiality as appropriate
- Protect themselves whilst performing their role

Everyone who completes the course receives a copy of the Youth MHFA manual which is an excellent reference and support resource. Participants also receive a certificate to say they are a Youth MHFA Champion. In supporting staff to address issues around health and wellbeing, this training has the potential to help staff work more effectively.

Preparation and organisation

Creating a safe space

- Give yourself plenty of time so you don't appear to be in a hurry. 10 minutes may be enough but if you need longer then go ahead.
- Meet outside the classroom in a neutral space such as a quiet room or pastoral room.
- Sit down even if the other person is standing — it will make you seem less intimidating. Make it clear that they are not in trouble.

How to ask the questions

- Keep your body language open and non-confrontational.
- Be empathetic and take them seriously.
- Do not offer glib advice such as "pull yourself together" or "cheer up".
- Take into account cultural differences in communication styles e.g. how much eye contact is appropriate
- Keep the chat positive and supportive, exploring the issues and how you may be able to help.

Useful questions to ask

- "How are you feeling at the moment?"
- "How long have you felt like this - is it an ongoing issue?"
- "Who do you feel you can go to for support?"
- "Are there any factors outside of the classroom which are contributing to how you are feeling?"
- "How can I help you?"
- "What kind of support do you think might help you?"

How to listen

- Give the student your full focus and listen without interrupting.
- Listen to their words, tone of voice and body language - all will give clues as to how they are feeling
- **Accept them as they are.** Respect the person's feelings, experiences and values although they may be different from yours. Do not judge or criticise because of your own beliefs and attitudes.
- **Don't make a moral judgement.** Be genuine - show that you accept the person and their values by what you say and do.
- **Get on their wavelength.** Place yourself in the student's shoes and demonstrate to them that you hear and understand what they are saying and feeling.

What happens next?

- Keep the conversation going - follow up and ask them how they are doing. Reassure them that your door is always open, and really mean it.
- Give reassurance that there are lots of sources of support and some of these might be available through a school counselling service, by visiting their GP or talking to the school nurse.

Protocol on professional visitors to schools



Cheshire East Local
Safeguarding Children Board

1. Introduction

This guidance is intended to help schools and their LSCB partners to manage professional visitors in a way that ensures the safety of children and adults on the school site. The responsibility for these arrangements lies with the Head teacher and the governing body.

2. Guidance and Responsibilities

The Head teacher and Chair of Governors are responsible for implementing this guidance and managing the protocol for visitors to their school or academy. The day to day arrangements need to be understood and implemented by all staff. All staff have a responsibility to ensure that visitors to the school are properly welcomed and managed safely within school.

All staff should be made aware of this guidance and that it applies to the following visitors equally.

It should be included within the establishment's whole school safeguarding policy and referenced in the school's health and safety policy and other relevant policies.

Types of visitor

There are a number of different types of legitimate visitors to a school.

- Visitors who attend the school in connection with children and who have a professional role i.e. social workers, educational psychologist, SEND officers, targeted support workers or health related professionals.
- Visitors attending to work with children in roles such as peripatetic tutors, sports coaches

Visits should be pre planned to ensure they run smoothly taking into account the need to safeguard both children, the reputation of the school and the visitor. Where appropriate, risk assessments should be undertaken. The head teacher or senior leadership team should be aware of visits in advance whenever possible. Appropriate rooms should be allocated to the visiting professionals

3. Procedures for ALL visitors

- Wherever possible, visits to schools must be pre-arranged and the relevant personnel made aware, this includes child protection investigations where a child needs to be seen on the day
- All visitors must report to the main reception first and not enter the school via any other entrance

- At reception, all visitors should explain the purpose of their visit and who has invited them. They should be ready to produce formal identification. All staff should show the photo ID card their employing agency has issued them.
- If there are any concerns in relation to the validity of this identification school staff should seek to confirm this with the employing agency
- All visitors will be asked to sign the visitors' record book or equivalent such as an electronic recording system which may include a photograph of the visitor being taken.
- If the visitor is part of a large group of visitors a separate register may be utilised
- A visitor's badge should be worn and displayed prominently at all times whilst in the school.
- Visitors should wait in the reception area until they are met by an appropriate member of staff to be escorted to their destination.
- All visitors should be accompanied by a member of staff. Visitors should not be alone with pupils unless this is a legitimate part of their role for example a social worker seeing a child and the school has assured the visitor's employers have confirmed that their staff have appropriate checks.
- If visitors find they are alone with pupils they should report to a member of staff or reception. This should be explained to visitors at the point of arrival.
- On departing the school, visitors should leave via reception, sign out of the building, return their visitor badge and be seen to leave the premises. School reception staff should check the 'in - out' records regularly to monitor compliance with these procedures.

4. Categories of Visitors

4.1 Cheshire East Council staff

Cheshire East Council staff who visit schools and who have unsupervised contact with children will have had an appropriate DBS check conducted by their employing service. If the nature of their work requires it, the service will also have applied the requirements of the Childcare Disqualification regulations

In these circumstances the statutory guidance¹ says: 'Schools and colleges must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business

or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.' This guidance can be regarded by schools as the 'written notification' required by the guidance.

An example template of written notification is included at Appendix 1.

Schools will, of course, need to see identification from visitors to confirm that they do indeed work for Cheshire East Council. All Cheshire East Council staff visiting schools carry photo identification.

4.2 Staff from other agencies

The same requirement as in 4.1 applies. If schools have 'written notification' from an agency that their staff have a DBS 'Enhanced with barred list information' check, then it is not necessary for the visitor to produce individual evidence of their DBS check before being granted unsupervised contact with children.

4.3 Ofsted

Ofsted have provided NCC with written confirmation that all Ofsted staff who would visit a school have been through a DBS 'Enhanced with barred list information' check. They have also confirmed that all approved additional inspectors have also been through a DBS 'Enhanced with barred list information' check. Ofsted provide a list of all approved additional inspectors at:

<https://www.gov.uk/search?q=additional+inspectors>

Schools can regard this note as constituting 'written notification' that Ofsted staff have been subject to relevant checks, as NCC holds the 'written notification' from Ofsted.

Monitoring and Evaluation

Like all safeguarding policies schools should monitor and evaluate the implementation and effectiveness of this guidance on a regular basis.

Review of guidance

The guidance will be reviewed by Cheshire East Children's Safeguarding Board annually and reflect any revisions to national or local guidance or as a result of any lessons learned locally

Appendix 1 Template letter

Dear Head teacher / Chair of Governors

Disclosure & Barring Service Checks for INSERT NAME OF SERVICE Staff Visiting Schools

Ofsted Guidance on DBS checks for visiting staff states:

'For visiting staff who do have unsupervised regular access to children and young people - such as educational psychologists, social workers, supply teachers, trainee teachers, nurses, sports coaches, MOD personnel and inspectors - their 'providing' organisation (for example, the supply agency, the university, primary care trust, local authority and so on) should request the check. It is sufficient, for schools and colleges to seek written confirmation that appropriate checks, including DBS checks have been carried out and by whom - most commonly the relevant human resources department (it is not necessary to specify a named individual) - and to confirm the identity of these visitors.'

To help you comply with this guidance, this letter is confirmation that INSERT NAME OF SERVICE HR Department obtains the following checks for all centrally employed staff who may as part of their jobs have unsupervised contact with children & young people on a regular basis:

- Enhanced DBS disclosure with barred list check
- 2 References
- Medical Clearance
- Eligibility to work in the UK

A role that may have unsupervised contact with children and young people on a regular basis include (but is not limited to):- each agency to compile a list the following is only an example

- Social Workers
- Educational Psychologists
- Education Welfare Officers

Employees of INSERT NAME OF SERVICE do not commence employment in posts with regular unsupervised contact with children until all satisfactory clearances have been received.

All INSERT NAME OF SERVICE employees are issued with identification badges and will show these upon their visit to your school.

This letter should be retained with your single central record for Ofsted purposes.

Should you require further information please contact the INSERT CONTACT DETAILS FOR FURTHER INFORMATION NAME OF SERVICE

Data Protection and GDPR Policy

Statement of intent

Audlem St James CE Primary School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR).

The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services.

This policy is in place to ensure all staff and governors are aware of their responsibilities and outlines how the school complies with the following core principles of the GDPR.

Organisational methods for keeping data secure are imperative, and Audlem St James CE Primary School believes that it is good practice to keep clear practical policies, backed up by written procedures.

This policy complies with the requirements set out in the GDPR, which will come into effect on 25 May 2018. The government have confirmed that the UK's decision to leave the EU will not affect the commencement of the GDPR.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The General Data Protection Regulation (GDPR)

The Freedom of Information Act 2000

The Education (Pupil Information) (England) Regulations 2005 (as amended in 2016)

The Freedom of Information and Data Protection (Appropriate Limit and Fees) Regulations 2004

- The School Standards and Framework Act 1998

1.2. This policy will also have regard to the following guidance:

Information Commissioner's Office (2017) 'Overview of the General Data Protection Regulation (GDPR)'

Information Commissioner's Office (2017) 'Preparing for the General Data Protection Regulation (GDPR) 12 steps to take now'

1.3. This policy will be implemented in conjunction with the following other school policies:

- Child Protection and Safeguarding Policy - which includes all policies to promote the welfare of children.
- Freedom of Information Policy

2. Applicable data

2.1. For the purpose of this policy, **personal data** refers to information that relates to an identifiable, living individual, including information such as an online identifier, e.g. an IP address. The GDPR applies to both automated personal data and to manual filing systems, where personal data is accessible according to specific criteria, as well as to chronologically ordered data and pseudonymised data, e.g. key-coded.

2.2. **Sensitive personal data** is referred to in the GDPR as 'special categories of personal data', which are broadly the same as those in the Data Protection Act (DPA) 1998. These specifically include the processing of genetic data, biometric data and data concerning health matters.

3. Principles

3.1. In accordance with the requirements outlined in the GDPR, personal data will be:

Processed lawfully, fairly and in a transparent manner in relation to individuals.

Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes.

Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.

Accurate and, where necessary, kept up-to-date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay.

Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods, insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals.

Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

3.2. The GDPR also requires that "the controller shall be responsible for, and able to demonstrate, compliance with the principles".

4. Accountability

4.1. Audlem St James CE Primary School will implement appropriate technical and organisational measures to demonstrate that data is processed in line with the principles set out in the GDPR.

4.2. The school will provide comprehensive, clear and transparent privacy policies.

- 4.3. Records of activities relating to higher risk processing will be maintained, such as the processing of special categories data or that in relation to criminal convictions and offences.
- 4.4. Internal records of processing activities will include the following:
- Name and details of the organisation
 - Purpose(s) of the processing
 - Description of the categories of individuals and personal data
 - Retention schedules
 - Categories of recipients of personal data
 - Description of technical and organisational security measures
 - Details of transfers to third countries, including documentation of the transfer mechanism safeguards in place
- 4.5. The school will implement measures that meet the principles of data protection by design and data protection by default, such as:
- Data minimisation.
 - Pseudonymisation.
 - Transparency.
 - Allowing individuals to monitor processing.
 - Continuously creating and improving security features.
- 4.6. Data protection impact assessments will be used, where appropriate.

5. Data protection officer (DPO)

- 5.1. A DPO will be appointed in order to:
- Inform and advise the school and its employees about their obligations to comply with the GDPR and other data protection laws.
 - Monitor the school's compliance with the GDPR and other laws, including managing internal data protection activities, advising on data protection impact assessments, conducting internal audits, and providing the required training to staff members.
- 5.2. An existing employee will be appointed to the role of DPO provided that their duties are compatible with the duties of the DPO and do not lead to a conflict of interests.

- 5.3. The individual appointed as DPO will have professional experience and knowledge of data protection law, particularly that in relation to schools.
- 5.4. The DPO will report to the highest level of management at the school, which is the headteacher on a daily, operational basis and the Governing Body.
- 5.5. The DPO will operate independently and will not be dismissed or penalised for performing their task.
- 5.6. Sufficient resources will be provided to the DPO to enable them to meet their GDPR obligations.

6. Lawful processing

- 6.1. The legal basis for processing data will be identified and documented prior to data being processed.
- 6.2. Under the GDPR, data will be lawfully processed under the following conditions:

The consent of the data subject has been obtained.

Processing is necessary for:

- Compliance with a legal obligation.
- The performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.
- For the performance of a contract with the data subject or to take steps to enter into a contract.
- Protecting the vital interests of a data subject or another person.
- For the purposes of legitimate interests pursued by the controller or a third party, except where such interests are overridden by the interests, rights or freedoms of the data subject. (This condition is not available to processing undertaken by the school in the performance of its tasks.)

- 6.3. Sensitive data will only be processed under the following conditions:

Explicit consent of the data subject, unless reliance on consent is prohibited by EU or Member State law.

Processing carried out by a not-for-profit body with a political, philosophical, religious or trade union aim provided the processing relates only to members or former members (or those who have regular contact with it in connection with those purposes) and provided there is no disclosure to a third party without consent.

Processing relates to personal data manifestly made public by the data subject.

Processing is necessary for:

- Carrying out obligations under employment, social security or social protection law, or a collective agreement.
- Protecting the vital interests of a data subject or another individual where the data subject is physically or legally incapable of giving consent.
- The establishment, exercise or defence of legal claims or where courts are acting in their judicial capacity.
- Reasons of substantial public interest on the basis of Union or Member State law which is proportionate to the aim pursued and which contains appropriate safeguards.
- The purposes of preventative or occupational medicine, for assessing the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or management of health or social care systems and services on the basis of Union or Member State law or a contract with a health professional.
- Reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of healthcare and of medicinal products or medical devices.
- Archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes in accordance with Article 89(1).

7. Consent

- 7.1. Consent must be a positive indication. It cannot be inferred from silence, inactivity or pre-ticked boxes.
- 7.2. Consent will only be accepted where it is freely given, specific, informed and an unambiguous indication of the individual's wishes.
- 7.3. Where consent is given, a record will be kept documenting how and when consent was given.
- 7.4. The school ensures that consent mechanisms meet the standards of the GDPR. Where the standard of consent cannot be met, an alternative legal basis for processing the data must be found, or the processing must cease.

- 7.5. Consent accepted under the DPA will be reviewed to ensure it meets the standards of the GDPR; however, acceptable consent obtained under the DPA will not be reobtained.
- 7.6. Consent can be withdrawn by the individual at any time.
- 7.7. As primary aged children are under the age of 16, the consent of parents will be sought prior to the processing of their data, except where the processing is related to preventative or counselling services offered directly to a child.

8. The right to be informed

- 8.1. The privacy notice supplied to individuals in regards to the processing of their personal data will be written in clear, plain language which is concise, transparent, easily accessible and free of charge.
- 8.2. If services are offered directly to a child, the school will ensure that the privacy notice is written in a clear, plain manner that the child will understand.
- 8.3. In relation to data obtained both directly from the data subject and not obtained directly from the data subject, the following information will be supplied within the privacy notice:

The identity and contact details of the controller (and where applicable, the controller's representative) and the DPO.

The purpose of, and the legal basis for, processing the data.

The legitimate interests of the controller or third party.

Any recipient or categories of recipients of the personal data.

Details of transfers to third countries and the safeguards in place.

The retention period of criteria used to determine the retention period.

The existence of the data subject's rights, including the right to:

- Withdraw consent at any time.
- Lodge a complaint with a supervisory authority.

The existence of automated decision making, including profiling, how decisions are made, the significance of the process and the consequences.

- 8.4. Where data is obtained directly from the data subject, information regarding whether the provision of personal data is part of a statutory or contractual requirement, as well as any possible consequences of failing to provide the personal data, will be provided.

- 8.5. Where data is not obtained directly from the data subject, information regarding the categories of personal data that the school holds, the source that the personal data originates from and whether it came from publicly accessible sources, will be provided.
- 8.6. For data obtained directly from the data subject, this information will be supplied at the time the data is obtained.
- 8.7. In relation to data that is not obtained directly from the data subject, this information will be supplied:

Within one month of having obtained the data.

If disclosure to another recipient is envisaged, at the latest, before the data are disclosed.

If the data are used to communicate with the individual, at the latest, when the first communication takes place.

9. The right of access

- 9.1. Individuals have the right to obtain confirmation that their data is being processed.
- 9.2. Individuals have the right to submit a subject access request (SAR) to gain access to their personal data in order to verify the lawfulness of the processing.
- 9.3. The school will verify the identity of the person making the request before any information is supplied.
- 9.4. A copy of the information will be supplied to the individual free of charge; however, the school may impose a 'reasonable fee' to comply with requests for further copies of the same information.
- 9.5. Where a SAR has been made electronically, the information will be provided in a commonly used electronic format.
- 9.6. Where a request is manifestly unfounded, excessive or repetitive, a reasonable fee will be charged.
- 9.7. All fees will be based on the administrative cost of providing the information.
- 9.8. All requests will be responded to without delay and at the latest, within one month of receipt.
- 9.9. In the event of numerous or complex requests, the period of compliance will be extended by a further two months. The individual will be informed of this

extension, and will receive an explanation of why the extension is necessary, within one month of the receipt of the request.

- 9.10. Where a request is manifestly unfounded or excessive, the school holds the right to refuse to respond to the request. The individual will be informed of this decision and the reasoning behind it, as well as their right to complain to the supervisory authority and to a judicial remedy, within one month of the refusal.
- 9.11. In the event that a large quantity of information is being processed about an individual, the school will ask the individual to specify the information the request is in relation to.

10. The right to rectification

- 10.1. Individuals are entitled to have any inaccurate or incomplete personal data rectified.
- 10.2. Where the personal data in question has been disclosed to third parties, the school will inform them of the rectification where possible.
- 10.3. Where appropriate, the school will inform the individual about the third parties that the data has been disclosed to.
- 10.4. Requests for rectification will be responded to within one month; this will be extended by two months where the request for rectification is complex.
- 10.5. Where no action is being taken in response to a request for rectification, the school will explain the reason for this to the individual, and will inform them of their right to complain to the supervisory authority and to a judicial remedy.

11. The right to erasure

- 11.1. Individuals hold the right to request the deletion or removal of personal data where there is no compelling reason for its continued processing.
- 11.2. Individuals have the right to erasure in the following circumstances:

Where the personal data is no longer necessary in relation to the purpose for which it was originally collected/processed

When the individual withdraws their consent

When the individual objects to the processing and there is no overriding legitimate interest for continuing the processing

The personal data was unlawfully processed

The personal data is required to be erased in order to comply with a legal obligation

The personal data is processed in relation to the offer of information society services to a child

11.3. The school has the right to refuse a request for erasure where the personal data is being processed for the following reasons:

To exercise the right of freedom of expression and information

To comply with a legal obligation for the performance of a public interest task or exercise of official authority

For public health purposes in the public interest

For archiving purposes in the public interest, scientific research, historical research or statistical purposes

The exercise or defence of legal claims

11.4. As a child may not fully understand the risks involved in the processing of data when consent is obtained, special attention will be given to existing situations where a child has given consent to processing and they later request erasure of the data, regardless of age at the time of the request.

11.5. Where personal data has been disclosed to third parties, they will be informed about the erasure of the personal data, unless it is impossible or involves disproportionate effort to do so.

11.6. Where personal data has been made public within an online environment, the school will inform other organisations who process the personal data to erase links to and copies of the personal data in question.

12. The right to restrict processing

12.1. Individuals have the right to block or suppress the school's processing of personal data.

12.2. In the event that processing is restricted, the school will store the personal data, but not further process it, guaranteeing that just enough information about the individual has been retained to ensure that the restriction is respected in future.

12.3. The school will restrict the processing of personal data in the following circumstances:

Where an individual contests the accuracy of the personal data, processing will be restricted until the school has verified the accuracy of the data

Where an individual has objected to the processing and the school is considering whether their legitimate grounds override those of the individual

Where processing is unlawful and the individual opposes erasure and requests restriction instead

Where the school no longer needs the personal data but the individual requires the data to establish, exercise or defend a legal claim

12.4. If the personal data in question has been disclosed to third parties, the school will inform them about the restriction on the processing of the personal data, unless it is impossible or involves disproportionate effort to do so.

12.5. The school will inform individuals when a restriction on processing has been lifted.

13. The right to data portability

13.1. Individuals have the right to obtain and reuse their personal data for their own purposes across different services.

13.2. Personal data can be easily moved, copied or transferred from one IT environment to another in a safe and secure manner, without hindrance to usability.

13.3. The right to data portability only applies in the following cases:

To personal data that an individual has provided to a controller

Where the processing is based on the individual's consent or for the performance of a contract

When processing is carried out by automated means

13.4. Personal data will be provided in a structured, commonly used and machine-readable form.

13.5. The school will provide the information free of charge.

13.6. Where feasible, data will be transmitted directly to another organisation at the request of the individual.

13.7. The school is not required to adopt or maintain processing systems which are technically compatible with other organisations.

13.8. In the event that the personal data concerns more than one individual, the school will consider whether providing the information would prejudice the rights of any other individual.

- 13.9. The school will respond to any requests for portability within one month.
- 13.10. Where the request is complex, or a number of requests have been received, the timeframe can be extended by two months, ensuring that the individual is informed of the extension and the reasoning behind it within one month of the receipt of the request.
- 13.11. Where no action is being taken in response to a request, the school will, without delay and at the latest within one month, explain to the individual the reason for this and will inform them of their right to complain to the supervisory authority and to a judicial remedy.

14. The right to object

- 14.1. The school will inform individuals of their right to object at the first point of communication, and this information will be outlined in the privacy notice and explicitly brought to the attention of the data subject, ensuring that it is presented clearly and separately from any other information.
- 14.2. Individuals have the right to object to the following:

Processing based on legitimate interests or the performance of a task in the public interest

Direct marketing

Processing for purposes of scientific or historical research and statistics.

- 14.3. Where personal data is processed for the performance of a legal task or legitimate interests:

An individual's grounds for objecting must relate to his or her particular situation.

The school will stop processing the individual's personal data unless the processing is for the establishment, exercise or defence of legal claims, or, where the school can demonstrate compelling legitimate grounds for the processing, which override the interests, rights and freedoms of the individual.

- 14.4. Where personal data is processed for direct marketing purposes:

The school will stop processing personal data for direct marketing purposes as soon as an objection is received.

The school cannot refuse an individual's objection regarding data that is being processed for direct marketing purposes.

- 14.5. Where personal data is processed for research purposes:

The individual must have grounds relating to their particular situation in order to exercise their right to object.

Where the processing of personal data is necessary for the performance of a public interest task, the school is not required to comply with an objection to the processing of the data.

14.6. Where the processing activity is outlined above, but is carried out online, the school will offer a method for individuals to object online.

15. Automated decision making and profiling

15.1. Individuals have the right not to be subject to a decision when:

It is based on automated processing, e.g. profiling.

It produces a legal effect or a similarly significant effect on the individual.

15.2. The school will take steps to ensure that individuals are able to obtain human intervention, express their point of view, and obtain an explanation of the decision and challenge it.

15.3. When automatically processing personal data for profiling purposes, the school will ensure that the appropriate safeguards are in place, including:

Ensuring processing is fair and transparent by providing meaningful information about the logic involved, as well as the significance and the predicted impact.

Using appropriate mathematical or statistical procedures.

Implementing appropriate technical and organisational measures to enable inaccuracies to be corrected and minimise the risk of errors.

Securing personal data in a way that is proportionate to the risk to the interests and rights of the individual and prevents discriminatory effects.

15.4. Automated decisions must not concern a child or be based on the processing of sensitive data, unless:

The school has the explicit consent of the individual.

The processing is necessary for reasons of substantial public interest on the basis of Union/Member State law.

16. Privacy by design and privacy impact assessments

16.1. The school will act in accordance with the GDPR by adopting a privacy by design approach and implementing technical and organisational measures which demonstrate how the school has considered and integrated data protection into processing activities.

- 16.2. Data protection impact assessments (DPIAs) will be used to identify the most effective method of complying with the school's data protection obligations and meeting individuals' expectations of privacy.
- 16.3. DPIAs will allow the school to identify and resolve problems at an early stage, thus reducing associated costs and preventing damage from being caused to the school's reputation which might otherwise occur.
- 16.4. A DPIA will be carried out when using new technologies or when the processing is likely to result in a high risk to the rights and freedoms of individuals.
- 16.5. A DPIA will be used for more than one project, where necessary.
- 16.6. The school will ensure that all DPIAs include the following information:
 - A description of the processing operations and the purposes
 - An assessment of the necessity and proportionality of the processing in relation to the purpose
 - An outline of the risks to individuals
 - The measures implemented in order to address risk
- 16.7. Where a DPIA indicates high risk data processing, the school will consult the ICO to seek its opinion as to whether the processing operation complies with the GDPR.

17. Data breaches

- 17.1. The term 'personal data breach' refers to a breach of security which has led to the destruction, loss, alteration, unauthorised disclosure of, or access to, personal data.
- 17.2. The headteacher will ensure that all staff members are made aware of, and understand, what constitutes a data breach as part of their CPD training.
- 17.3. Where a breach is likely to result in a risk to the rights and freedoms of individuals, the relevant supervisory authority will be informed.
- 17.4. All notifiable breaches will be reported to the relevant supervisory authority within 72 hours of the school becoming aware of it.
- 17.5. The risk of the breach having a detrimental effect on the individual, and the need to notify the relevant supervisory authority, will be assessed on a case-by-case basis.

- 17.6. In the event that a breach is likely to result in a high risk to the rights and freedoms of an individual, the school will notify those concerned directly.
- 17.7. A 'high risk' breach means that the threshold for notifying the individual is higher than that for notifying the relevant supervisory authority.
- 17.8. In the event that a breach is sufficiently serious, the public will be notified without undue delay.
- 17.9. Effective and robust breach detection, investigation and internal reporting procedures are in place at the school, which facilitate decision-making in relation to whether the relevant supervisory authority or the public need to be notified.
- 17.10. Within a breach notification, the following information will be outlined:

The nature of the personal data breach, including the categories and approximate number of individuals and records concerned

The name and contact details of the DPO

An explanation of the likely consequences of the personal data breach

A description of the proposed measures to be taken to deal with the personal data breach

Where appropriate, a description of the measures taken to mitigate any possible adverse effects

- 17.11. Failure to report a breach when required to do so may result in a fine, as well as a fine for the breach itself.

18. Data security

- 18.1. Confidential paper records will be kept in a locked filing cabinet, drawer or safe, with restricted access.
- 18.2. Confidential paper records will not be left unattended or in clear view anywhere with general access.
- 18.3. Digital data is coded, encrypted or password-protected, both on a local hard drive and on a network drive that is regularly backed up off-site.
- 18.4. Where data is saved on removable storage or a portable device, the device will be kept in a locked filing cabinet, drawer or safe when not in use.
- 18.5. Memory sticks will not be used to hold personal information unless they are password-protected and fully encrypted.

- 18.6. All electronic devices are password-protected to protect the information on the device in case of theft.
- 18.7. Where possible, the school enables electronic devices to allow the remote blocking or deletion of data in case of theft.
- 18.8. Staff will not use their personal laptops or computers for school purposes.
- 18.9. Governors will access school documents via Governor Hub and school email addresses only and will not save staff or pupil data to their own devices.
- 18.10. All necessary members of staff are provided with their own secure login and password, and every computer regularly prompts users to change their password.
- 18.11. Emails containing sensitive or confidential information are password-protected if there are unsecure servers between the sender and the recipient.
- 18.12. Circular emails to parents are sent blind carbon copy (bcc), so email addresses are not disclosed to other recipients.
- 18.13. When sending confidential information by fax, staff will always check that the recipient is correct before sending.
- 18.14. Where personal information that could be considered private or confidential is taken off the premises, either in electronic or paper format, staff will take extra care to follow the same procedures for security, e.g. keeping devices under lock and key. The person taking the information from the school premises accepts full responsibility for the security of the data.
- 18.15. Before sharing data, all staff members will ensure:
 - They are allowed to share it.
 - That adequate security is in place to protect it.
 - Who will receive the data has been outlined in a privacy notice.
- 18.16. Under no circumstances are visitors allowed access to confidential or personal information. Visitors to areas of the school containing sensitive information are supervised at all times.
- 18.17. The physical security of the school's buildings and storage systems, and access to them, is reviewed on a termly basis. If an increased risk in vandalism/burglary/theft is identified, extra measures to secure data storage will be put in place.

- 18.18. Audlem St James CE Primary School takes its duties under the GDPR seriously and any unauthorised disclosure may result in disciplinary action.
- 18.19. The headteacher is responsible for continuity and recovery measures are in place to ensure the security of protected data.

19. Publication of information

- 19.1. Audlem St James CE Primary School publishes a publication scheme on its website outlining classes of information that will be made routinely available, including:
- Policies and procedures
 - Minutes of meetings
 - Annual reports
 - Financial information
- 19.2. Classes of information specified in the publication scheme are made available quickly and easily on request.
- 19.3. Audlem St James CE Primary School will not publish any personal information, including photos, on its website without the permission of the affected individual.
- 19.4. When uploading information to the school website, staff are considerate of any metadata or deletions which could be accessed in documents and images on the site.

20. Photography

- 20.1. The school understands that recording images of identifiable individuals constitutes as processing personal information, so it is done in line with data protection principles.
- 20.2. The school will always indicate its intentions for taking photographs of pupils and will retrieve permission before publishing them.
- 20.3. If the school wishes to use images/video footage of pupils in a publication, such as the school website, prospectus, or recordings of school plays, written permission will be sought for the particular usage from the parent of the pupil.
- 20.4. Precautions, as outlined in the Child Protection and Safeguarding Policy, are taken when publishing photographs of pupils, in print, video or on the school website.

21. Data retention

- 21.1. Data will not be kept for longer than is necessary.

- 21.2. Unrequired data will be deleted as soon as practicable.
- 21.3. Some educational records relating to former pupils or employees of the school may be kept for an extended period for legal reasons, but also to enable the provision of references or academic transcripts.
- 21.4. Paper documents will be shredded or pulped, and electronic memories scrubbed clean or destroyed, once the data should no longer be retained.

22. DBS data

- 22.1. All data provided by the DBS will be handled in line with data protection legislation; this includes electronic communication.
- 22.2. Data provided by the DBS will never be duplicated.
- 22.3. Any third parties who access DBS information will be made aware of the data protection legislation, as well as their responsibilities as a data handler.

Fire

Details of the procedure in case of fire are posted in each room. The teacher should ensure that the class leaves quietly by the appropriate fire door. The teacher must take the attendance register and carry out an accurate roll call as soon as the class is assembled. The Head or Assistant Headteachers must be notified of any missing persons. Registers held in the office at the time of the fire alarm will be distributed to the assembly points

Accidents

- In the case of illness or minor accident the parent is to be contacted with a view to returning the child home.
- In the case of an accident requiring treatment the child will be supervised and the parent will be contacted so that they have the opportunity to be present when the child is treated.
- In the case of a serious accident the child will be transported to hospital by car or ambulance. Where possible the parent will be contacted so that they can be with their child during treatment.

Always summon help as soon as an accident occurs. All accidents must be investigated and recorded in the Accident Book. If necessary First Aid is to be applied. First Aid supplies are to be found in the First Aid cupboard. The Class Teacher will help or advise. If a child needs treatment off the premises, the Head or the most senior teacher must make this decision.

Audlem St James' C.E. Primary School
Heathfield Road
Crewe
Cheshire
CW3 0HH

AUDLEM ST JAMES C.E. PRIMARY SCHOOL

INFORMATION FOR WORK EXPERIENCE STUDENTS

HEAD TEACHER: Mr Andrew Perry
School Bursar: Mrs Jill Taylor

Phone: 01270 906283

Our school is a place where EVERYONE matters. We all care for each other in our Christian community and we are inspired to reach our true potential by becoming confident and independent individuals. Together we learn play and pray.

The school provides education for children from 4 to 11 years. There are seven classes in our school. These notes provide basic information about the conduct of the school to help you during your period of voluntary work.

These notes provide basic information about the conduct of the school to help you during your period of work experience.

On first arrival please report to the School Office and you will be directed to the teacher with whom you will be working. You will be issued with a security badge, which you must wear at all times. Also, please sign the visitors' book noting the time of your arrival and departure.

We hope that you enjoy working in our school. You will be expected to assist the class teacher, supporting individual children or working with small groups.

SCHOOL TIMES:

Morning 8.40 am open doors for school to start at 8.45am

Home Time Key Stage One - 3.15pm and Key Stage Two - 3.15pm

Teaching Times

KS1	9.00am to 12.00am	KS2	9.00am to 12.10pm
	1.00pm to 3.15pm		1.00pm to 3.15pm

Playtimes

KS1	10.45am to 11.00am	KS2	10.45am to 11.00am
	2.15pm to 2.30pm		no afternoon play

Assembly

10.30am to 10.45am

Register is taken at 8.40am in the morning and at the start of the afternoon session. All of the children come straight into school at the beginning of the school day.

WORKING IN SCHOOL

We want your time in school to be a positive experience. We hope that you learn a good deal about the working day of a teacher and classroom assistant and that you gain insight into working with young children.

If you have any difficulty, worry or problems during your time in school please do not hesitate to discuss this with the teacher. Mr Perry or Jane Bird/Nicola Richardson are also available to support you during your period of work experience.

DUTIES AND RESPONSIBILITIES

During your work experience you will be working as a classroom assistant. You may work with a small group of children, for example doing art or playing word or number games. You may work with individual children, reading or writing with them. You may be asked to assist with clerical duties, filing work sheets or mounting work for display. You will not be expected to deal with behaviour problems and these must be referred to the class teacher.

When working with young children conversation is important and this time is invaluable, both for you in growing to understand the child and for the child in the individual attention he / she receives.

CONFIDENTIALITY

When you are in school you are working in a professional environment. You may have access to children's reading records as part of the process of hearing their reading. You should not discuss the progress or behaviour of any child with anyone other than the class teacher who will value your opinions and observations. This allows teachers to deal with such matters in line with school policy. All information concerning the children must remain confidential. It is the teacher who must decide if and when to contact a child's parents.

TEACHING STAFF

EYFS	Mrs Burgess/Mrs Kemp
Year 1	Mrs Richardson / Mrs Smith
Year 2	Mrs Willis
Year 3	Miss Morris
Year 4	Miss Bailey
Year 5	Mrs Proctor
Year 6	Mr Blenkiron

TEACHING ASSISTANTS

Mrs S Spooner, Miss Latham (Training to be a teacher), Mrs R Bugeja, Mrs SJ Nixon, Miss Jones, Mrs Ayers

DISCIPLINE

Our discipline policy is based on simple school rules agreed by the children in each class. At each phase we recognise and praise good work, effort and good manners. Our Golden Rules are as follows:

- ✓ We are gentle: *we don't hurt others*
- ✓ We are kind and helpful: *we don't hurt anybody's feelings*
- ✓ We listen: *we don't interrupt*
- ✓ We are honest: *we don't cover up the truth*
- ✓ We work hard: *we don't waste our own or other people's time*
- ✓ We look after property: *we don't waste or damage things*

These rules support our aim to provide an environment where children feel secure and happy and where they develop naturally the ability to make satisfying relationships. We agree them with all our children at the beginning of each year and we discuss with them the reasons why we have rules.

It is worth keeping these rules in mind when dealing with the children and to remind them of these rules if they begin to behave inappropriately. You are not expected to deal with difficult behaviour, which must be referred to the class teacher.

COFFEE AND LUNCH

Coffee, tea and water are available at playtimes. Please help yourself. You may of course bring your own snack with you.

Lunch may be purchased and eaten in the school dining room or you may wish to bring your own from home. Please order from the teacher at the beginning of the day if you require this.

HEALTH AND SAFETY

Fire

Details of the procedure in case of fire are posted in each room. The teacher should ensure that the class leaves quietly by the appropriate fire door. The teacher must take the attendance register and carry out an accurate roll call as soon as the class is assembled. The Head or Deputy must be notified of any missing persons. Registers held in the office at the time of the fire alarm will be distributed to the assembly points.

Accidents

In the case of illness or minor accident the parent is to be contacted with a view to returning the child home.

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Audlem St James C.E. Primary School
Heathfield Road
Crewe
Cheshire
CW3 0HH

AUDLEM ST JAMES C.E. PRIMARY SCHOOL INFORMATION FOR VOLUNTEER HELPERS

HEAD TEACHER: Mr A Perry
School Bursar: Mrs Jill Taylor

Phone: 01270 906283

We wish our school to be a learning community where members can achieve their full potential, and feel valued within a caring and happy environment.

The school provides education for children from 4 to 11 years. There are seven classes in our school. These notes provide basic information about the conduct of the school to help you during your period of voluntary work.

On first arrival please report to the School Office. You will be issued with a visitor badge, which you must wear at all times. If you are working in school you may use the school car park, but please be aware that places are limited. As our school is a learning environment we politely request that mobile phones are switched to silent mode.

We hope that you enjoy working in our school. You will be expected to assist the class teacher, supporting individual children or working with small groups, where your contribution is invaluable.

SCHOOL TIMES:

Morning 8.45 am

Home Time EYFS/Key Stage One - 3.15pm and Key Stage Two - 3.15pm

Teaching Times

EYFS/KS1	8.45am to 12.00pm	KS2	8.45am to 12.10pm
	1.00pm to 3.15pm		1.00pm to 3.15pm

Playtimes

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When you are in school you are working in a professional environment. You may have access to children's reading records as part of the process of hearing their reading. You should not discuss the progress or behaviour of any child with anyone other than the class teacher who will value your opinions and observations. This allows teachers to deal with such matters in line with school policy. All information concerning the children must remain confidential. It is the teacher who must decide if and when to contact a child's parents.

WORKING IN SCHOOL

The staff appreciate the extent of the voluntary help in school and the enthusiasm of the volunteers. It should be a rewarding time for you as well as contributing to the life of the school.

You may work with a small group of children, for example with art, baking or playing games. You may work with individual children reading or writing with them. During their tasks it is very important for the children to talk about their work and we encourage focussed conversation. This individual attention you are able to give them is very important for the children as it extends their experience beyond the task in hand. This is particularly the case when listening to readers. Discussing the events and characters in a story extends its meaning for the child. It is also important to encourage children to express their likes and dislikes of their reading material.

**AT OUR SCHOOL WE AIM TO CREATE A CREATIVE AND STIMULATING
LEARNING ENVIRONMENT WHERE EVERYONE CAN LEARN, ACHIEVE AND
GROW**

TEACHING STAFF

EYFS	Mrs Burgess/Mrs Kemp
Year 1	Mrs Richardson/Mrs Smith
Year 2	Mrs Z Willis
Year 3	Miss E Morris
Year 4	Miss E Bailey
Year 5	Mrs S Proctor
Year 6	Mr P Blenkiron

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It is worth keeping these rules in mind when dealing with the children and to remind them of these rules if they begin to behave inappropriately. You are not expected to deal with difficult behaviour, which must be referred to the class teacher.

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school, lunch may be purchased and eaten in the school dining room. Please order from the teacher at the beginning of the day if you require this.

