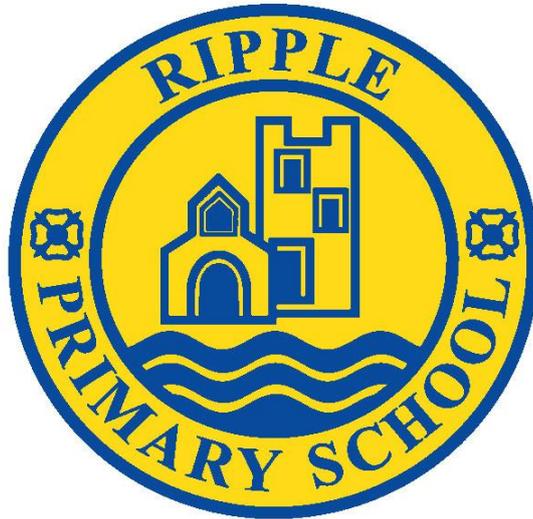


RIPPLE PRIMARY SCHOOL



*High aspirations and a shared passion
for learning*

SAFEGUARDING POLICY

Updated: December 2015
Review date: September 2016

School Mission Statement

At Ripple Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

A continuous focus on the quality of learning for our children is at the heart of everything we do. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

Rationale

At Ripple Primary School we recognise that safeguarding and promoting the welfare of children is the responsibility of **everyone** and our policy applies to all governors, staff and volunteers as well as visitors.

Ripple Primary School works closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

'Keeping Children Safe in Education' 2015

Purposes

1. To provide clear and accessible information and guidelines relating to the roles and responsibilities of key staff for **all** areas of safeguarding.
2. To outline procedures for identifying and reporting concerns about the safety and wellbeing of children and provide clear guidance on systems, procedures and expectations in relation to safeguarding and child protection.
3. To create an ethos of support and care where children and their families are encouraged to talk and know they will be listened to.
4. Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
5. Ensure all staff have attended up to date training so that they are familiar with most recent legislation and school policy and procedures.
6. Monitor and evaluate the effectiveness of safeguarding systems and procedures throughout the school.

Guidelines

1.1 Confidentiality & Information Sharing

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a **need to know** basis only.

Children must know that they are able to talk and that they will be listened to. In dealing with children we must avoid giving them the message that we are not listening. If the time is not appropriate, make sure that we go back to the child and give them the time to talk. There may be children waiting for an opportunity to disclose we must give them that opportunity.

The Designated Safeguarding Lead will often talk to parents about the concerns that we have, if/when it is appropriate. It is our policy that before reporting concerns to social services, the parents are informed by the Designated Safeguarding Lead, if this is appropriate. In some instances we will be unable to do this before the referral is made. At those times we aim to ensure the parents are informed as soon as possible after the referral is made.

The Designated Safeguarding Lead will explain to parents that it is our duty to report any concerns that we may have and that this is good practice.

1.2 What school staff should know and do

School staff (including volunteers) will have regular contact with children and are particularly important in identifying concerns early and providing help, to prevent concerns escalating and to provide immediate support to those at risk of significant harm.

All members of staff working within the school will be required to read 'Keeping Safe in Education' Part 1 (2015) and Ripple Primary Safeguarding Policy and sign a disclaimer to confirm that they have received this guidance.

- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child. The *Teachers' Standards 2012* state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff :

- Have a responsibility to provide a safe environment in which children can learn.
- Have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the designated safeguarding lead, should be aware that they may be asked to support social workers to take decisions about individual children.
- May be required to give verbal or written feedback using the school's safeguarding report form.
- Must follow behaviour guidelines as laid out in the Staff Handbook.

- Must only use social media in a way that is responsible, in line with Ripple Primary School's Mission Statement and in line with staff behaviour guidance as laid out in the Staff Handbook.
- Must report any suspected cases of female genital mutilation to the Designated Safeguarding Lead so appropriate action can be taken.

1.3 The Governing Board

Governing Boards must ensure that they comply with their duties under legislation. They must ensure that all policies, procedures and training are effective and comply with the law at all times.

The governing body must ensure that:

- Ripple Primary contributes to interagency working in line with statutory guidance 'Working Together to Safeguard Children' (2015) and 'Keeping Safe in Education' (2015)
- A coordinated offer of early help is provided to children with additional needs.
- Ripple Primary works closely with the LSCB
- There is a designated governor for safeguarding (**Avril Carnelley**)
- There is a designated governor and teacher for Looked After Children (**Linda Luby & Roger Mitchell**)
- There is an effective safeguarding policy in place
- A member of staff is appointed as Designated Safeguarding Lead (**Melanie Wiltshire**)
- If there is risk of immediate serious harm to a child a referral is made to children's services immediately.
- Child protection training should be provided to all staff every three years.
- Opportunities to teach safeguarding must be considered and included within the curriculum
- Ensure that suspected cases of FGM are reported to the police.
- Ensure procedures are in place to investigate allegations against staff members
- Ensure procedures are in place to ensure safe recruitment
- Ensure procedures are in place to make referrals to the Disclosure and Barring Service in the event of a dismissal due to safeguarding concerns.
- Ensure that procedures are in place to deal with allegations against other children.
- Building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

1.4 Key staff

<p>Melanie Wiltshire Designated Safeguarding Lead</p> <p>Roger Mitchell & Sue Watson Deputy Designated Safeguarding Leads</p>	<p>Roger Mitchell Designated Teacher for LAC</p> <p>Linda Luby Governor for LAC</p> <p>Avril Carnelley Governor for Safeguarding</p>
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The Designated Safeguarding Lead is responsible for:

- Providing support to staff members to carry out their safeguarding duties and liaising closely with other services such as children's social care.
- Refer all cases of suspected abuse to the local authority children's social care.

- Acting as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaising with the Head Teacher (where role not carried out by the Head Teacher) to inform him of any issues and ongoing investigations and ensure there is always cover for this role.
- Ensure that appropriate training is offered every three years to all staff members.
- Ensuring there is an appropriate school based early help offer.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensure that the safeguarding policy is reviewed annually
- Ensure that child protection files are copied for the new school when a child leaves (transferred separately the main file)
- Investigate reports of radicalisation within the school and take appropriate action including making a referral to the Channel programme if needed.
- Ensure that regular audit and quality assurance is undertaken within the school.
- Attending relevant safeguarding training such as Prevent training and disseminating to wider school staff.

2.1 Identifying Concerns

There are different types of abuse that children can experience. It is not the responsibility of anyone working within the school, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the Designated Safeguarding Lead. See Appendix 1 for further information on types of abuse.

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with any judgment about the appropriate action to take or the response to the child disclosing information. All staff members should be encouraged to demonstrate exemplary behaviour in order to promote children's welfare.

2.2 Reporting and Recording Concerns

At Ripple Primary School, all concerns about a child are logged and acted upon (to varying degrees). If any member of Ripple Primary School has a concern, they must be logged at the earliest possible opportunity – in writing - with as much detail as possible. A 'confidential form' is located in every classroom, near every photocopier and on the server. The confidential forms must be signed and dated.

Remember that even a one-off situation may be a cause for concern, there may have been other incidents that you are not aware of. It is better to be safe than sorry. Always report any concerns you have. The Designated Safeguarding Lead will keep your concerns on record and they may eventually build into a greater concern.

Your concern will be risk assessed by the Designated Safeguarding Lead. Child Protection concerns will be dealt with immediately by the Designated Safeguarding Lead.

Other Safeguarding concerns will be allocated to suitable members of staff with advice upon how to resolve the concern.

The reporting staff member will always receive feedback that their concern has been received and acted upon (within the limits of confidentiality)

Please see Appendix 2 – The Confidential Process and Reporting a Concern.

If **at any point** the school is concerned a child is at risk of harm a safeguarding referral will be completed by the Designated Safeguarding Lead in consultation with the Local Authority Triage and MASH team. Referrals will be made on the Multi Agency Referral Form.

The Designated Safeguarding Lead will always attempt to inform parents/carers if a referral is being made (unless to do so would put the child/ren at further risk of harm) and will communicate the outcome of that referral to parents/carers in a timely manner. Parents will be provided with a copy of the school leaflet 'Keeping Children Safe: Information for Parents and Carers'.

2.3 Record Keeping

All concerns are logged into a secure database. Each child has an individual electronic safeguarding file created including a chronology events.

A program of audit and review is carried out throughout the school year to ensure that record systems are robust.

Additional information and records are maintained regarding:

- Discriminatory Behaviour - including racism, sexism, bullying including incidents of homophobia and any other discriminatory behaviour.
- Referrals to the Designated Safeguarding Lead
- Referrals to Social Care
- Details regarding children currently open to Social Care or Early Help plans such as CAF

Please refer to the SIT (Social Inclusion Team Policy for further information)

2.4 Allegations against a member of staff

Despite all efforts to recruit safely there will be occasions when allegations of abuse against children are raised. Our Local Safeguarding Children Board (LSCB) has arrangements in place for monitoring and evaluating the effectiveness of safer recruitment.

If is an allegation or concern that any person who works with children, in connection with their employment or voluntary activity, has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work closely with children.

This guidance refers to adults currently working with children, concerns raised about staff no longer working within the school should be referred to the police.

'Keeping children safe in education' (2015) part four provides detailed guidance to be followed in the event of an allegation against a current staff member.

All allegations and concerns should be reported to the Head teacher.

All allegations must be reported to the LADO immediately an allegation is made. Ofsted must also be informed. If the allegation is against the Head teacher, it should be passed immediately to the Chair of Governors.

The Police and Children's Services will agree with the school how and who information should be shared with.

The parent/s and the child, if sufficiently mature, should be helped to understand the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in, a hearing.

Subject to restrictions on the information that can be shared, the manager should, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body).

Ripple Primary has a duty of care to our employees and the accused member of staff should:

- be treated fairly and honestly and helped to understand the concerns expressed and processes involved;
- be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process;
- if suspended, be kept up to date about events in the workplace.

For further information refer to 'Keeping Children Safe in Education' (part 4) 2015.

2.5 Allegations against another child

It is important to recognise that sometimes the abuser can be another child. In this situation it is important to take the concerns as seriously as if the perpetrator were an adult and follow the same referral procedures.

In such circumstances Ripple Primary must work with children's services to put an appropriate risk assessment and management plan into place.

2.6 Authorising Sickness Calls

Order for authorisation- Headteacher, Deputy Headteachers, Assistant Headteachers/Phase Leaders, Julie Sprenger, Mary Steel.

If a child has vomited, has had diarrhoea, has nose bleed that isn't stopping or the first aider feels child needs to see a doctor – call would need to be made to parent.

When authorising sickness calls and other, less significant telephone calls to parents/carers, please consider the following:-

- Details of the symptoms,
- Is this an out of character complaint from the child?
- What is the attendance like? Are there any concerns or patterns to consider?
- Are there any Child Protection/Child in Need concerns?
- Is this a Looked After Child?

- Is there a CAF in place? If so is attendance being monitored through the CAF process?
- Is the child on the Inclusion attendance register? This is to monitor children who have attendance concerns.
- Is the child on the SEN list? SEN children can be vulnerable to poor attendance.
- Who is at home to look after the sick child?
- Is this a complex family that has raised concerns in the past?
- Has there been a significant and recent change in family circumstances? e.g new baby, parental separation, death in family.
- Is there a Health Care Plan in place or a medical condition that the school has been informed of?

If in doubt, ask the office staff to make a courtesy call to parent/carers and allow parent to decide next steps.

2.7 Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse or neglect. Any children who go missing should be reported to the Designated Safeguarding Lead to take appropriate action.

Ripple Primary School will maintain an 'Inclusion register' of vulnerable pupils. Children will be risk assessed when placed on the register and an agreed response will be established for the event of an absence from school.

The school attendance lead (Mary Steel) will inform the local authority when any pupil is removed from the admission register due to:

- Being home educated
- Having moved away from school and no longer attending
- Medically certified as not in a fit state to attend school.
- Excluded from school

Ripple Primary School will inform the local authority of any pupil who fails to attend school regularly or is absent for a period of 10 school days or more.

2.8 Safe & Successful drop off and collection of children

Ripple Primary School's safeguarding arrangements include consideration of the procedures for dealing with children who are late to be collected or are not collected at the end of the school day / authorised activity. It also applies to circumstances where staff has concern about a child travelling to and from school alone, concerns about the effective care by the person collecting the child and circumstances where the school are asked not to allow the child to leave school premises where there are safeguarding concerns.

Please see Appendix 3: Safe & Successful drop off and collection of children for detailed guidance to be followed which should be considered in line with '*Keeping Children Safe in Education, 2015 and Working Together to Safeguard Children, 2015.*'

3.1 Creating an Ethos of Support and Care

At Ripple Primary School our values are central to creating an ethos of support and care for all members of our school community. Starting from our mission statement (pg2), reflected in our approach to teaching and learning including the provision of PSHE and through to our comprehensive support package for children and families we ensure that we provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

3.2 Early Help for Families

Ripple Primary School is committed to the sound assessment and co-ordinated support of families that require early help services.

Ripple Primary School works closely with Barking & Dagenham Safeguarding Board on the Early Help Strategy. The SIT provides support and advice to families to help them to thrive.

The SIT provides:

- CAF Assessments
- FAST Parents Programme
- Incredible Years Parents Programme
- Health & Wellbeing Support
- Referral to outside agencies

3.3 Disclosures

Children will choose a time and place to talk to you and it may not always be convenient. You may want to suggest to the child a more suitable time to talk such as playtime or assembly.

It is always best to talk to the child in a familiar environment such as the classroom. Find a safe setting for the conversation where the child feels at ease so you can gain 'the child's voice' – it may be advisable to have an additional adult present.

Key Points

- Listen
- Believe and reassure – they have done nothing wrong
- Use open questions:
 - Do you want to tell me about it?
 - What happened next?
 - How did you hurt yourself?
 - What did you do then?
 - Did you tell anyone?
- Do not attempt detailed physical examination or remove a child's clothing.
- Never promise to keep something secret. Explain to the child that you may have to tell someone, so that you will not betray their trust at a later date.
- Acknowledge the child's distress and inform the child of the next step: ('I will have to tell someone else if somebody is hurting or frightening you or someone you know. I will tell you what I'm going to do').
- Make a written record of the disclosure using the school's 'Confidential Form'. As soon as possible and definitely on the same day, write down (word for word) what was said by you and what was said by the child.

- Hand in to the office so the Designated Safeguarding Lead can be informed immediately.
- Do not discuss the disclosure with anybody else, these matters are confidential. The designated safeguarding lead will advise you on the next steps.

4.1 Safer Recruitment

'Keeping children safe in education' (2015) part three provides detailed guidance to be followed regarding safer recruitment.

Ripple Primary has created a culture of safe recruitment by carrying out checks in line with the guidance in 'Keeping children safe in education' (2015) and putting the measures below in place.

Dedicated Human Resources Staff work alongside teaching staff and governors to ensure that we follow safe recruitment processes and appropriate staff members have regular training in safer recruitment.

4.2 Maintaining a Single Central Record

The Single Central Record is one database that tracks all members of staff, paid and unpaid. It is regularly reviewed and updated and includes information on:

- Checks of all staff members (including volunteers and governors) working in an unsupervised or regulated activity including DBS, ID, employment history and references.
- Obtaining written confirmation that the above checks have been carried out for agency/contracting staff by the employing agency.
- Essential training undertaken by staff members and expiry dates.

5.1 Training

All staff members have induction training covering safeguarding and are able to recognise and report any concerns immediately they arise. This is essential in respect of staff members that are part time or work with more than one school, such as trainee teachers and supply teachers.

Training is provided in order to ensure that:

- All staff are able to recognise how to identify signs of abuse.
- Appropriate staff have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- All staff members have access to and understand the school's safeguarding policy especially new or part time staff who may work with different educational establishments.
- Appropriate staff are able to keep detailed, accurate, secure written records of referrals/ concerns

5.2 Training Programme

Staff training is monitored through the Single Central Record. All staff will be required to

attend basic child protection training every three years. Designated Safeguarding Leads will be required to attend full safeguarding training every two years and additional specific training courses as the need arises.

An in-house rolling program of training has been established for 2015/2016, developed with the Local Safeguarding Children Board.

The following training courses will be provided termly:

Safeguarding Induction
Basic Safeguarding Training

The following training courses are available as online training and will be arranged throughout the year.

Prevent Training
Forced Marriage
Sexual Exploitation
FGM

Please see safeguarding training calendar for further details.

5.1 Support for Key Staff

The Designated Safeguarding Lead and Family Support staff members have identified line managers and receive regular supervision on all aspects of their work.

Regular drop in sessions are arranged for all school staff members to access guidance and support as needed.

6.1 Monitoring and Evaluation

The safeguarding practice is regularly reviewed through a number of mechanisms in school:
Headline Summary Report (Half Termly Report to Governors)
A dedicated feedback loop in the confidential reporting process
Regular feedback and challenge with the Safeguarding Lead for Education (LSCB)
Ongoing supervision processes
Dip-sample audit of response to concerns
Early Intervention Audits carried out quarterly with the Local Authority

In addition to these ongoing measures the school undertakes two annual audits of safeguarding practice in the school. Section 11 Audit from the LSCB and the NSPCC Safeguarding Practice Audit. Results of these audits inform forward planning and ongoing improvements in Safeguarding.

Additional Policies relating to Safeguarding

(Available from the school website or on request)

- Behaviour Policy (including use of reasonable force)
- Intimate Care Policy
- First Aid (including meeting the needs of learners with medical conditions)
- Educational Visits
- E-Safety Policy
- Social Inclusion Team Policy

- Whistle Blowing Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Induction Policy
- Health & Safety Policy

Additional Ripple Primary documents relating to safeguarding

- Confidential Form
- Safeguarding Your Pocket Guide – Guidance for Staff
- Keeping Children Safe – Leaflet for Parents
- Safeguarding Calendar
- Safeguarding Bulletin
- Prevent Audit and Strategy (Dec 2015)

Key National Guidance

For further guidance and information refer to:

- 'Working Together to Safeguard Children' 2015
- 'Keeping Children Safe in Education' 2015
- 'Disqualification under the Childcare Act 2006. Statutory Guidance' 2015
- 'What to do if you're worried a child is being abused' 2015
- Welfare requirements of 'Statutory Framework for the EYFS'
- 'Guidance for safer working practice for those working with children and young people in education settings' Safer Recruitment Consortium 2015
- 'Multi Agency Practice Guidelines: Female Genital Mutilation' 2014
- 'Inspecting Safeguarding in early years, education and skills settings' OFSTED August 2015

Key Local Guidance

- 'School Safeguarding Practice Guidance: Safe and Successful drop off and collection of children' Barking and Dagenham Children's Services November 2015

Guidance for Staff: Definitions of Child abuse and Neglect
Appendix 1

Definitions of Child abuse and Neglect	
<i>Physical Abuse</i>	<i>Emotional Abuse</i>
<p>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.</p> <p>Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child. Fabricated or induced illness is a condition whereby a child is at risk of, or suffers, harm through the deliberate action of their parent and which is attributed by the parent to another cause.</p>	<p>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:</p> <p>Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>Imposing age or developmentally inappropriate expectations on children.</p> <p>Seeing or hearing the ill-treatment of another (including children witnessing domestic violence)</p> <p>Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;</p> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
<i>Sexual Abuse</i>	<i>Neglect</i>
<p>Sexual abuses involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.</p> <p>Sexual abuse includes abuse of children through sexual exploitation.</p> <p>Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.</p>	<p>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.</p> <p>Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to:</p> <p>Provide adequate food, clothing and shelter (including exclusion from home or abandonment);</p> <p>Protect a child from physical and emotional harm or danger</p> <p>Ensure adequate supervision (including the use of inadequate care-givers);</p> <p>Ensure access to appropriate medical care or treatment.</p> <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

CSE is a growing concern and Ripple Primary adheres to the London CSE protocol. Any instances where a child is suspected of being at risk of exploitation should be dealt with sensitively and referred to children's services.

The Designated Safeguarding Lead is the LSCB nominated CSE Champion.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. (See Multi Agency Practice Guidelines: FGM for further info)

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

The Mandatory reporting duty will commence in October 2015. Once introduced, schools must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Protecting children from the risk of radicalisation is part of Ripple Primary's' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

The Counter-Terrorism and Security Act 2015 places a duty on school staff to have due regard to the need to prevent people from being drawn into terrorism. Known as the Prevent Duty.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation or extremism and report any concerns to the Designated Safeguarding Lead.

Whole school WRAP (Workshop Raising Awareness of Prevent) training was provided on 2nd November 2015 and will be incorporated into the ongoing safeguarding training program.

A prevent audit was undertaken in December 2015 to assess Ripple Primary's response to the duty and outline next steps. Please see 'Prevent Audit and Strategy' for further information.

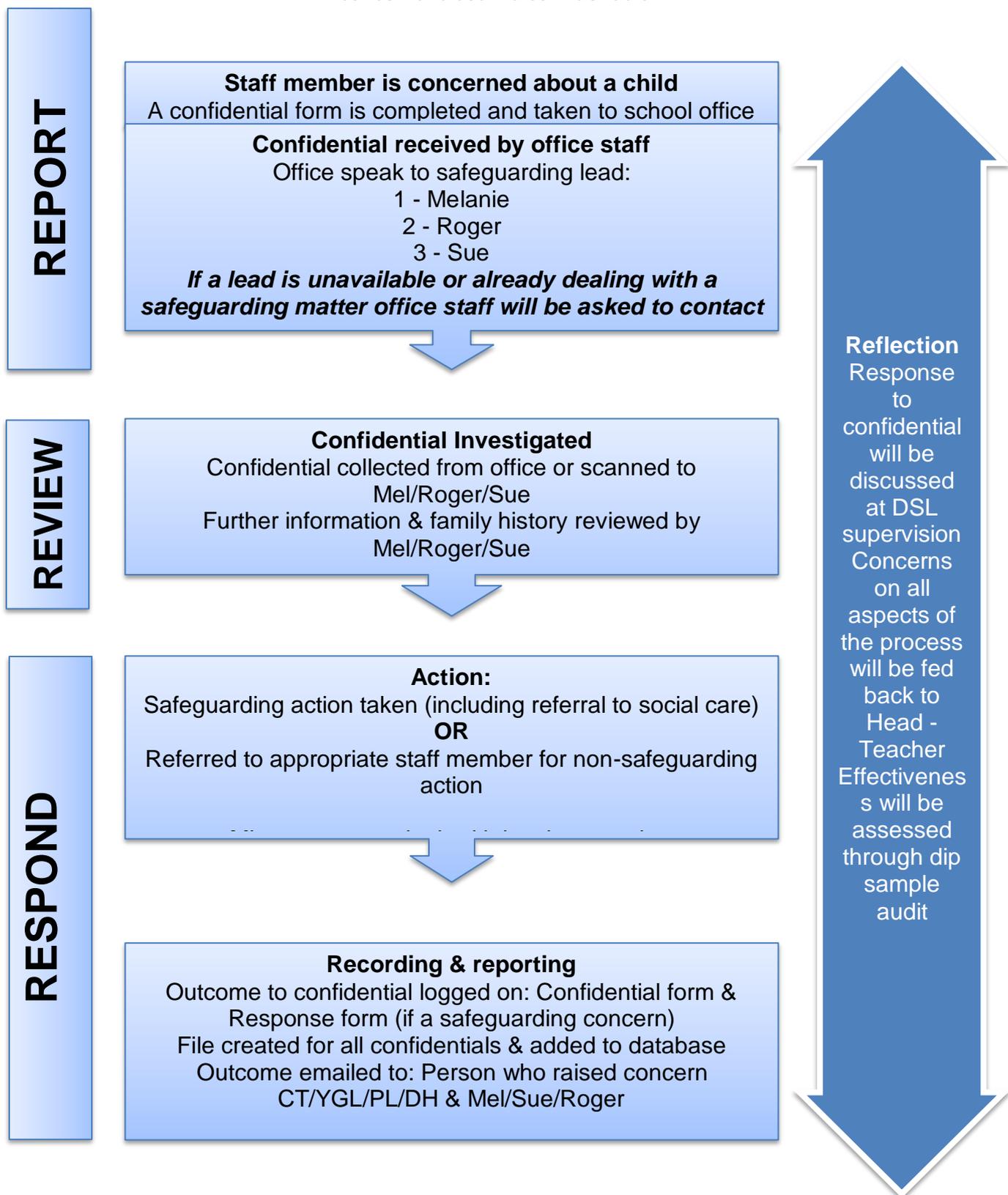
Guidance for Staff: Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

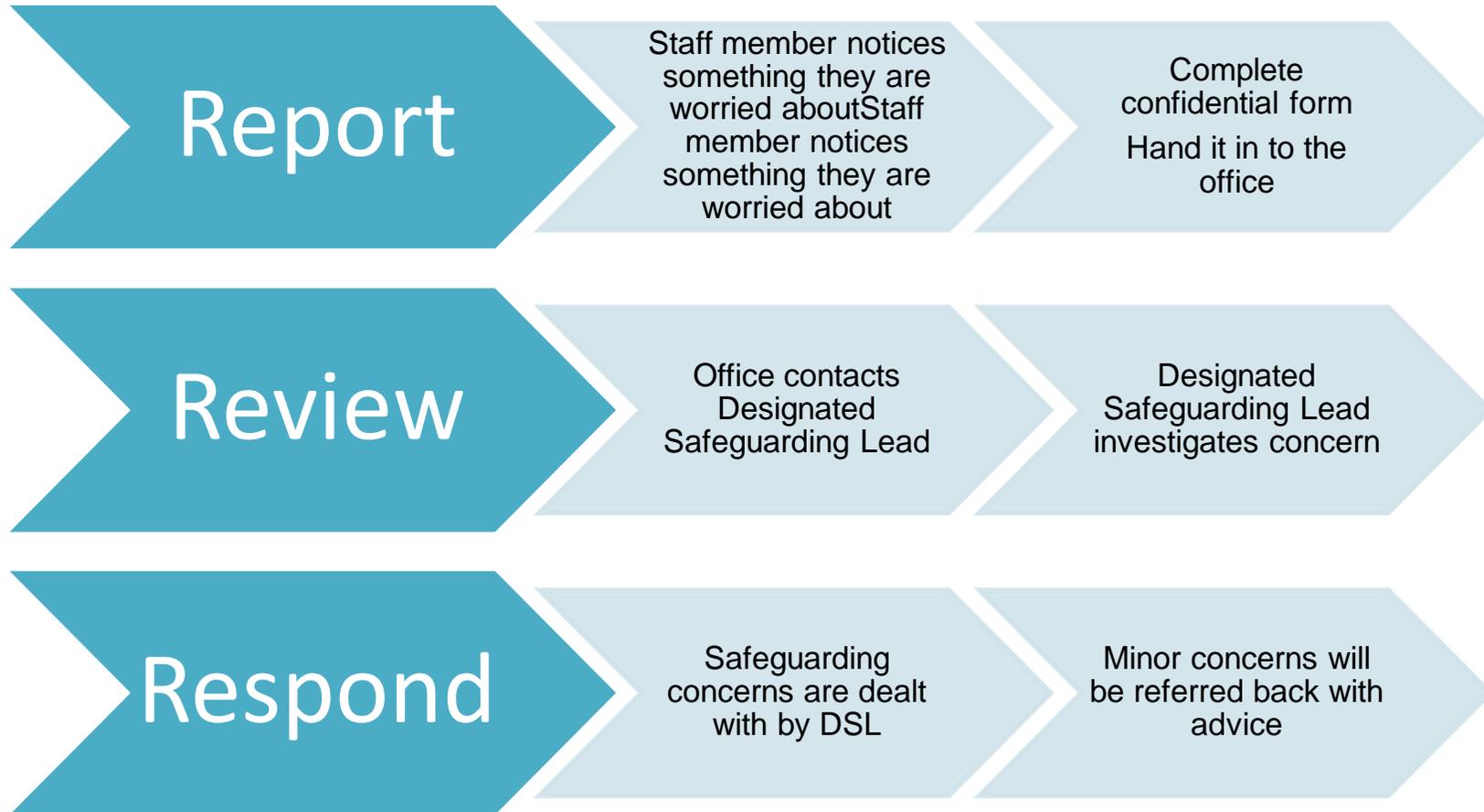
If a child is believed to be in the care of an adult that is not a close relative this must be reported as a safeguarding concern to the Designated Safeguarding Lead who will make a referral to the local authority to request a private fostering assessment.

Appendix 2: Confidential Process

The process below has been developed to ensure a timely and effective response to all concerns raised via confidentials.



Appendix 2: Reporting a concern





Appendix 3: Safe & Successful drop off and collection of children

Ripple Primary School safeguarding arrangements include consideration of the procedures for dealing with children who are:

- Late to be collected or not collected at the end of the day
- Children who travel to and from school alone
- Collected by someone who is incapacitated by drugs or alcohol
- Not allowed to leave the school premises due to a safeguarding concern

Children that are collected late or not collected:

Ripple Primary School finishes at 3:10 unless a child is on a pre-arranged after school club or activity.

Class teachers will remain in the playground for 10 minutes before taking children who have not been collected to be cared for by an appropriate adult while attempts are made to contact parents/carers.

School staff will attempt to contact Parents/Carers on all numbers available. From 3:30pm Ripple Primary School reserves the right to charge parents/carers £10 per hour or part thereof that a child remains uncollected.

Children that are repeatedly collected late will be referred to the Designated Safeguarding Lead for further action.

If a child remains uncollected by 4pm safeguarding processes will be started and a referral will be made to social services and to the police (101). Further attempts to contact parents to advise them of this will be made by school staff.

Children who travel to and from school alone:

All children must be accompanied to and from school by an appropriate adult. Children will not be released to unknown adults without prior permission from parents/carers.

Children must be handed over to the class teacher at 8:50 in the playground or from 8am to Breakfast Club staff in the dining hall. Children can only be dropped off to these two points.

If a parent wishes their child to travel to and from school alone they must make an application to the head-teacher in writing. Each case will be considered on an individual basis. Parents retain the right to appeal the head-teachers decision by writing directly to the governing body.

Children who are collected by someone who is incapacitated:

If a staff member believes that a parent or carer who has arrived to collect a child is incapacitated through drugs or alcohol they must immediately call for assistance and follow safeguarding procedures.



Children that are not allowed to leave the school premises due to a safeguarding concern:

Occasionally Ripple Primary School will be instructed not to release a child/children to their parent or carer by the police or social services. Parents will be informed as soon as the school is able to do so and the children will be cared for in a safe environment while further instruction is taken from the police and social services.

Please refer to the full Safeguarding Policy and 'School Safeguarding Practice Guidance: Safe and Successful drop off and collection of children' Barking & Dagenham Local Safeguarding Children Board for further information