

Christ Church NW1

Safeguarding and Child Protection Policy



2017/18

(Updated in February 2016 in line with Camden June 2015 model policy updates
January 2016)

CONTENTS

Key contacts

- 1 Introduction and purpose of policy
- 2 Roles and responsibilities
- 3 Safeguarding children
- 4 Child protection procedures
- 5 Early Years settings in schools
- 6 Safe recruitment
- 7 Staff practice and conduct
- 8 Health and safety/risk assessment
- 9 Children missing from education
- 10 Non-collection of children from school
- 11 Safeguarding vulnerable groups

Appendix 1: Child Protection Definitions and Indicators

Appendix 2: Safeguarding children monitoring/incident form

Appendix 3: Schools central checks record

Appendix 4: School's safeguarding checklist

Key contacts

Designated safeguarding lead:

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Deputy designated safeguarding lead:

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Nominated governor for child protection:

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Child protection lead officer and Local Authority Designated Officer (LADO):

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Safeguarding lead officers:

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Multi-agency safeguarding hub (MASH) team:

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1 Purpose of policy

This policy sets out how the school will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The school will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children are in need of help or protection.

2 Roles and responsibilities

2.1 Camden Children Schools and Families (CSF)

CSF (including Family Support and Social Work) will support the school to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough, including an early help service
- providing statutory social work services under the Children Act 1989
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education.

2.2 Governing body

The governing body will ensure that the school meets its statutory duties with regard to safeguarding and protecting pupils and that the following are in place:

- The school has safeguarding and child protection policies and procedures in place that are consistent with Camden Safeguarding Children Board procedures, and a staff code of conduct policy, including policies covering staff/pupil relationships and communications and staff use of social media and that these are regularly monitored, reviewed and updated where necessary.
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored.
- There is a nominated governor with responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the head teacher.
- A senior member of staff (usually the Head) is appointed the designated safeguarding lead with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence.
- There is a designated teacher nominated to promote the educational achievement of looked after children and that this person has received appropriate training for the role.
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy.
- Steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures.

- Governors take steps to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line safety.
- The school has appropriate written procedures in place to ensure safe recruitment practices, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.
- At least 1 member of the governing body has undertaken safer recruitment training.
- All staff receive safeguarding and child protection training at least every 2 years.
- The school has procedures/policies in place to deal with allegations made against other pupils and pupils who go missing from education.
- Children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

2.3 Head teachers/principals

The head teacher/principal will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- Staff are inducted thoroughly so that they are fully aware of the school safeguarding and child protection policies and are able to fully implement these.
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can

make appropriate referrals to the DO who may in turn refer to FSSW.

- Staff are able to work in partnership with other agencies to safeguard children, including contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers.
- Safe recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- The school offers a safe environment for staff and pupils to learn.
- Safeguarding issues are brought to the attention of the governing body.

2.4 Role of the designated safeguarding lead

The role of the designated safeguarding lead is to:

- liaise with and manage referrals to relevant agencies such as Family Services and Social Work (FSSW), the LADO and the Disclosure and Barring Service (DBS)
- keep the board of governors informed of on-going safeguarding and child protection issues and enquiries
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals
- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Board policies and that policies are reviewed annually
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures and are able to implement them

- attend regular training and the designated teachers meetings hosted by CSF in order to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices
- have an awareness of those children who may be in need, young carers and children who have special educational needs
- oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes
- provide a link between the school and other agencies, particularly FSSW and the Camden Safeguarding Children Board
- ensure staff , including temporary staff, receive appropriate safeguarding and child protection training every 2 years
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved
- ensure relevant records are passed on appropriately when children transfer to other schools.

2.5 Working with parents and carers

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- ensure a robust complaints system is in place to deal with issues raised by parents and carers

- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

3 Safeguarding children

The school will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

To achieve these aims, the school will:

- identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating
- identify children who may be suffering from significant harm and , if necessary, make a child protection referral to FSSW
- share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

The school will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the designated safeguarding lead for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

Referral for early help services will be made by way of an e-CAF referral to Camden's Early Help/CAF team for children with low-level needs who may need extra services which cannot be provided by the

school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Referral for a social work service will be made by way of an e-CAF referral to the FSSW MASH team for children with medium level needs who are likely to be assessed as being a child in need under section 17 of the Children Act 1989.

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Child protection referrals will be made by way of an e-CAF referral to the FSSW MASH team under the procedures set out in section 4 for any child where there are concerns about significant harm.

Additional policies

Schools can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](http://www.gov.uk)

Anti-discrimination & harassment

Attendance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf

Child sexual exploitation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Behaviour and discipline

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/392489/behaviour_and_discipline_in_schools_statutory_guidance.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Complaints

Domestic violence

Drugs/substance misuse

Educational visits

E-safety

Equality and diversity

Exclusion of pupils

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Faith abuse

Female genital mutilation

First aid and administration of medicines

Forced marriage

Gangs and youth violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf

Gender based violence, violence against women and girls

Health and safety

Intimate care

No smoking (EYFS)

Mental health

Physical intervention

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

Risk assessments

Safe recruitment

[Keeping children safe in education - Publications - GOV.UK](#)

SRE

Sexting

Staff code of conduct

Teenage relationship abuse

Trafficking

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Whistle-blowing

4 Child protection procedures

4.1 Role of school

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (DfE 2015)

Working together to safeguard children - Publications - GOV.UK

- What to do if you're worried a child is being abused (DCSF 2006)

What to do if you're worried a child is being abused - Publications - GOV.UK

- The London Safeguarding Children Board child protection procedures

London Safeguarding Children Board: Child Protection Procedures

In line with these policies and procedures, the school will:

- identify those pupils where there are child protection concerns and making a referral to FSSW
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out the school's role in implementing the child protection plan and continually monitoring the child's wellbeing, and liaising with the allocated social worker as required.

4.2 Recognition

- All staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated safeguarding lead.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any on-going concerns held by staff should be discussed in the first instance with the designated safeguarding lead or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

4.3 Dealing with disclosures

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the FSSW MASH team;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the designated safeguarding officer.

4.4 Referral

- A decision on whether or not to refer a pupil to the MASH should be made by the designated safeguarding lead or their deputy following a discussion with the member of staff who has raised concerns.
- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the designated teacher. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a "no names" basis with Camden's Child Protection Co-ordinator or the MASH team social worker to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated FSSW social worker, the referral should be made directly to them. If the child is not already known to FSSW, referrals should be made to the MASH team. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals will be acknowledged by the MASH manager within 24 hours and the referrer informed of what action will be taken.

4.5 Attendance at case conferences and core groups

- The designated safeguarding lead will liaise with FSSW to ensure that all relevant information held by the school is provided to FSSW during the course of any child protection investigation.
- The designated safeguarding lead will ensure that the school is represented at child protection case conferences and core group meetings:

- where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
- failing that, the designated safeguarding lead or their deputy will attend
- if no-one from the school can attend, the designated safeguarding lead will ensure that a report is made available to the conference or meeting.

4.6 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated safeguarding lead
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings
- the designated safeguarding lead will notify FSSW if the child is removed from the school roll, excluded for any period of time or goes missing.

4.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school (the head's office)
- The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated. All meetings with parents pertaining to safeguarding should be recorded and stored securely-parents will be given a copy of these records if they so wish.
- Records should show:
 - what the concerns were;
 - what action was taken to refer on concerns or manage risk within the school;
 - whether any follow-up action was taken;
 - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring/incident form must be completed; whenever concerns arise or there is a serious incident or where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a protection plan transfers to another school, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new school. This is done through secure postal methods (i.e. recorded delivery and tracking) or through the records being delivered by hand if the school is local.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.

4.8 Confidentiality and information sharing

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they

have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with FSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by FSSW.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child?
- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the MASH social worker on a "no names" basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the MASH social worker.

4.9 Children who harm other children

Where a pupil's behaviour causes significant harm to other pupils, for example through violent or sexually abusive behaviour, the school will

refer the child to FSSW MASH under the *Children who harm other children* protocol available at:

4.10 Prevention of radicalisation

The school/college's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Under Counter-Terrorism and Security Act 2015, the school/college also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

Where the school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, it will discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The school designated safeguarding lead will be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from their police schools officer, the Police Prevent Engagement Officer (Gareth Tuck, gareth.tuck@met.pnn.police.uk or call 07818 587 396) and Camden's Prevent co-ordinator (Manisha Bhikha, manisha.bhikha@camden.gov.uk or call 020 7974 1475).

To make a referral to the Channel Panel, schools/colleges should first refer the young person to the MASH team using an e-CAF in the same way as for other safeguarding referrals. Where possible, the school/college should gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.

When making a referral, if the referral is considered appropriate for Channel support, the school will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and

contribute perspectives on the most appropriate support that should be offered to the pupil and/or family.

5 Early Years settings within schools

5.1 Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

5.2 Safeguarding and child protection

All safeguarding and child protection policies listed in sections 3 and 4 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years setting; recommended policies are:
 - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
 - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared
 - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose

- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.
- other school policies such as the EYFS and the social media policy also promote the SG of our children.

5.3 Suitable people

The school will follow the safe recruitment policy set out in section 6 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 6 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 6 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

5.4 Staff training, skills and supervision

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy

- all policies set out in section 7 of this policy will apply equally to early years staff
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.

5.5 Staff ratios

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- parents are kept informed of staff members and numbers
- children are kept within staff sight and hearing at all times.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

5.6 Health

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

Health and safety and suitability of premises

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

Safe recruitment

6.1 General principles

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk to children.

The school/college will follow the [Keeping children safe in education guidance \(DfE 2015\)](#).

[Keeping children safe in education - Publications - GOV.UK](#)

- The school will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles and governors, in accordance with statutory requirements. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.
- Checks with the Disclosure and Barring Service will be carried out at the level appropriate to the candidate's role in the school (see section 6.3).
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training. The school will take up the accredited safe recruitment training offered through the LDBS or Camden Safeguarding Children Board.
- Although the head teacher/principal will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The head teacher/principal will be responsible for keeping a single central record of all staff and volunteers who work at the school, to include details of all checks carried out and the outcome of these checks in the format shown at appendix 3.

- Where the school/college has salaried trainee teachers, the school/college will ensure that all necessary checks are carried out on the trainees, including DBS checks, and that the outcome of these checks is recorded on the single central record.
- For trainee teachers that are fee-funded, the school will obtain written confirmation from the training provider that the necessary checks have been carried out and that the trainee has been judged to be suitable to work with children.
- Where staff are recruited via third parties such as employment agencies, the head teacher/principal and/or the board of governors will:
 - seek written confirmation from the agency that the agency has carried out all necessary checks on the individual
 - request written confirmation of the outcome of all checks
 - request written confirmation that an enhanced DBS certificate has been received by the agency
 - check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

6.2 Checks to be taken out

The school will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address but be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.

- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and to ensure they are not prohibited from teaching.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.
- If a candidate applying for a teaching post is not currently teaching, the school/college will contact their former school/college to enquire about their reasons for leaving.
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers. All references will be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- The school will keep copies of the following documents on staff personnel files:
 - documents used as proof of identity such as passports or driving licences
 - a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed)
 - documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 DBS checks

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks which include barred list checks will only be taken out on individuals who are involved in regulated activity which is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Full DBS checks with barred list checks will also be carried out on permanent staff members working at the school/college or unpaid volunteers who regularly work unsupervised at the school/college and whose work means they have an opportunity for contact with children.

Other staff, contractors and supervised volunteers who have opportunities for regular contact with children but do not carry out a regulated activity will be subject to an enhanced DBS check but **not** barred list checks.

Decisions on whether a person is carrying out a regulated activity or whether their role provides opportunities for regular contact with children requiring a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on this:

- the age of the children;
- their level of vulnerability;
- the numbers of children in the group;
- the nature of the role;
- opportunities for contact with the children.

The school has robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns.

Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.

6.4 Volunteers

The head teacher/principal will ensure that the following are carried out in relation to unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom:

- All volunteers will be required to undergo a recruitment process, such as reference checks and interviews that is appropriate and proportional to the duties assigned to them.
- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity will be subject to an enhanced DBS check only.
- For existing volunteers who are not carrying out regulated activity, the head teacher/principal will decide whether an enhanced DBS check should be carried out depending on:
 - the nature of the role
 - what information is already known about the volunteer
 - what references from work or volunteering activity the volunteer has provided regarding suitability
 - whether the role is eligible for an enhanced DBS check.
- The school will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DBS check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of pupils.

- All volunteers will be fully inducted in relation to all school policies and procedures.

This section also applies to school governors who will be treated as volunteers for the purposes of carrying out DBS checks.

6.5 Disqualification by association

This section relates to primary schools with nurseries and/or reception classes and other schools where the school provides after school provision for children under the age of 8.

The school will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work in an early years setting within the school.

To do this the school will follow the statutory guidance "Disqualification under the Childcare Act 2006":

[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

The school will also implement the "Childcare Disqualification Requirements Management Guidance" provided by Camden available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

All staff at Christ Church are asked to sign a disclosure form.

7 Staff practice and conduct

7.1 Induction and training

- The head teacher/principal will ensure that all staff are fully inducted, are made aware of the school's safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these. Staff will be asked to confirm in writing that they have received all relevant staff policies, including "What to do if you are worried a child is being abused" guidance.

- The designated safeguarding lead will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The head teacher/principal will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Board at the relevant level.
- As well as basic safeguarding training, the designated safeguarding lead and their deputy will receive specific training on their role and other relevant multi-agency training courses provided by Camden SCB.
- Schools/college staff will also receive training on the use of the Common Assessment Framework assessment and referral process as part of their safeguarding training.

7.2 Conduct and safe teaching practice

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- The head teacher/principal will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF *"Guidance for safer working practice for adults working with children & young people"* (2009).

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

- Staff will be expected to follow Camden's model social media policy for schools in terms of their use of social media, particularly in relation to professional standards and relationships with pupils.

[Camden Essentials: HR model policies for schools](#)

7.3 Providing intimate or personal care to pupils

The school has a Personal Care policy in place.

Staff in primary schools may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Schools must have a written policy in place in order to promote safe working practices for staff and ensure children's privacy. Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- *Staff should follow any agreed school policy or practice when providing intimate or personal care.*
- *When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.*
- *Parents should always be notified if intimate care has been provided.*
- *When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.*
- *When children are changing, levels of supervision should be appropriate to the pupil's age.*
- *Staff should avoid any physical contact unless a child needs help.*
- *Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.*

7.4 Behaviour management, physical intervention and restraint

It is the school's policy to use physical intervention and restraint only in line with Camden CSF policy "Physical intervention policy for schools and centres".

Guidance from the Department of Education provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found at: [Schools: statutory guidance - GOV.UK](#)

However, Camden strongly advises schools:

- *not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer*
- *only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property*

Schools should be familiar with Camden's local policies on bullying, use of physical restraint and guidance on carrying out searches of pupils.

7.4 Music tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- *ensure they behave in an appropriate manner and maintain professional boundaries at all times*
- *only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed*
- *make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why*
- *ask the child's permission first and respect their wishes*
- *report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.*

The school should:

- *carry out a risk assessment around providing music tuition. This should include:*

- *looking at whether rooms/spaces used for tuition are adequately safe and open locations that can be easily observed by others*
- *passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly*
- *let parents know when they arrange tuition what level of physical contact may take place as part of the activity*
- *record any reported incidents or issues and deal with these within the framework of the school's own policies*
- *make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.*

7.5 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the school will follow Camden's "Guidance for the management of an allegation against a member of staff".

[Policies / Guidance | Camden Safeguarding Children Board](#)

The school will appoint a responsible staff member (normally the head teacher) who will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the responsible staff member.

All allegations in relation to staff members will be referred to the head teacher; allegations against the head teacher will be referred to the board of governors.

Where a staff member is removed or resigns from the school prior to or following the upholding of an allegation against that person and the responsible staff member and the LADO agree that the person is unsuitable to work with children, the responsible person will refer the individual to the DBS.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at:

[Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.UK](#)

7.6 Whistleblowing

The school fosters a culture of openness in line with the "Freedom to speak up" review and will put in place strategies and procedures to ensure that staff feel enabled to raise concerns relating to the safeguarding of children or poor practice within the school that may cause a risk to children.

The staff are aware of the whistle blowing policy which is kept public and accessible in the staff room.

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools/colleges are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;
- Camden Council's confidential and independent help-line for protected disclosure on **0800 734199** or the Ofsted whistle-blowing line on **0300 123 3155** where there are issues regarding the school's overall procedures around safeguarding.
- The head teacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

Additional policies

Individual schools should record any additional procedures here or refer to any separate policies, which should cover the following areas:

- *Relationships with pupils/positions of power and trust for the purposes of the Sexual Offences Act 2003*
- *expected guidance on professional and personal standards of conduct and behaviour*
- *confidentiality*
- *duty of care*

- *contact and communications with pupils and parents, including appropriate physical contact, home visits, email and other electronic communications*
- *behaviour management and use of restraint*
- *dealing with allegations*
- *first aid and administering medicines*
- *providing intimate or personal care*
- *photography and videos*

8 Health and safety and risk assessments

8.1 Responsibility for health and safety

The governing body and head teacher/principle will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the school will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/DfE_Health_and_Safety_Advice_06_02_14.pdf

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

Name: Jeanie Smith

Designation: Admin Officer and Site Manager

Contact details: 0207 387 7881

8.2 Risk assessments

The school will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day

- for all work-based learning or work experience placements
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are any changes to the school environment or school practices
- following any serious incident.

8.3 Working with aggressive and violent parents

Where schools are working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the head teacher/principal and the designated safeguarding lead and the information shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

8.4 Site security and visitors

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The head teacher/principal will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the head teacher/principal.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher/principal will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
 - informed to report to reception on arrival;
 - expected to provide proof of identity
 - expected to wear a name-badge or carry some form of identification at all times when on the school premises;

- suitably supervised by school staff at all times;
- made aware of school health and safety procedures.

- The head teacher/principal and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupil

8.5 Use of the school premises by other organisations

The school will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- the schools articles of trust or other incorporating document allows this;
- the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide evidence that they have followed safe recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school;
 - an internet search on the organisation
 - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
 - checks with Camden's Channel officer (020 7974 1475)

- checks with Camden Community Safety and the local police
- details of the agreement are recorded on the partnership agreement record available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

8.6 Monitoring and review

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the head teacher/principal and the board of governors will ensure that;

- all school policies are regularly monitored by the designated safeguarding lead and annually reviewed by the head teacher and governing body;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;
- staff are aware of their responsibility to record accidents and incidents;
- the head teacher/principal has an overview all accidents/incidents;
- serious accidents and incidents are reported to the board of governors;
- the designated safeguarding lead ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

9 Children who are missing from education or home educated

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

Attendance policies should state clearly who needs to be notified and what action should be taken and any relevant timescales. Schools should refer to Camden's "Children missing from education" policy and the CSCB missing children protocol for further details available at: [Schools and Nurseries Safeguarding Policies | Camden Safeguarding Children Board](#)

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- The Education Welfare Service must be notified of all decisions*
- If the child is already known to FSSW, their allocated social worker should be notified immediately*
- If the child is not known to FSSW, but the school has concerns about their welfare, the designated safeguarding lead should make a referral to FSSW.*

10 Non-collection of children from school

This section applies to primary schools only

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with FSSW:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will put FSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the FSSW assessment team who will arrange for a

social worker to collect the child or make arrangements for the child to be transported to the FSSW office.

- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to FSSW.

11 Safeguarding vulnerable groups

Some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need help or intervention from FSSW or other agencies in order to overcome problems or keep them safe. Schools/colleges should be aware of the following policies so that they are able to respond to the needs of these vulnerable groups.

Children at risk of self-harm

The school is aware of risks and signs of children who self-harm and have clear procedures to provide support e.g. Place2b and other external organisations.

Children at risk of sexual exploitation

www.cscb.org.uk

Children at risk of female genital mutilation (FGM)

www.cscb.org.uk

*The school recognises that there is a mandatory duty to report **known cases** of FGM on girls under the age of 18 to the **police**. Details of the duty and what action to take can be found in the CSCB guidance available at:*

<http://www.cscb-new.co.uk/wp-content/uploads/2015/10/FGM-mandatory-reporting-guide.pdf>

The school also has its own FGM policy

Children at risk of forced marriage

Forced marriage - Detailed guidance - GOV.UK

Children who run away/go missing

http://cscb.org.uk/downloads/policies_guidance/local/CSCB%20Missing%20Children%20protocol%202010.pdf

Schools should also be aware that going missing is an indicator of other issues, such as child sexual exploitation, gang activity and trafficking.

Young people living with domestic or sexual violence

Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.

Young people at risk from gang activity or serious youth violence

Safeguarding children and young people who may be affected by gang activity - Publications - Inside Government - GOV.UK

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.

Trafficked children

http://cscb.org.uk/downloads/policies_guidance/local/ChildTrafficking.pdf

Privately fostered children

Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.

Young carers

If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.

www.family-action.org.uk

Young People at risk of radicalisation and extremism

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Staff need to be aware of any pupils who may be in contact with or being targeted by extremists. Schools should refer to section 4.10 of this policy for information on what action to take to refer the young person to Camden's Channel Panel where there is evidence that a pupil is being radicalised or involved in extremism. The school can also seek advice from the Police Prevent Engagement Officer (Gareth Tuck, gareth.tuck@met.pnn.police.uk or call 07818 587 396) and /or Camden's Prevent co-ordinator Rema Patel rema.patel@camden.gov.uk Camden's Prevent co-ordinator (in post February 29th)

Appendix 1:

CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none">• Inadequate or inappropriate clothing• Appears underweight and unwell and seems constantly hungry• Failure to thrive physically and appears tired and listless• Dirty or unhygienic appearance• Frequent unexplained absences from school• Lack of parental supervision
Physical abuse	<ul style="list-style-type: none">• Any injury such as bruising, bite marks, burns or

	<p>fractures where the explanation given is inconsistent with the injury</p> <ul style="list-style-type: none"> • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals

Appendix 2:

Safeguarding children monitoring/incident form

Name of school:

Name of child:

DOB:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- continue monitoring carry out CAF referral to FSSW
- referral to health services referral for education support services
- referral for behavioural support referral on behalf of parent/carer

Action taken

Name of staff member:

Date:

Appendix 3: School central record

Important notes

This record should include:

- All staff, including supply staff and teacher trainees on salaried routes, who work in school
- All others who work in regular contact children in school, including volunteers
- For independent schools, including academies, free schools, all members of the proprietorial body

Agency staff

Please give details of confirmation of checks that have been carried out by the supplying agency.

Volunteers

- Unsupervised volunteers should not be left alone or allowed to work in regulated activity.
- For new volunteers in regulated activity who regularly teach children unsupervised an enhanced DBS is needed with a barred list check.
- For new volunteers not in regulated activity, schools should obtain an enhanced DBS certificate.
- Existing volunteers who provide personal care, the school should consider obtaining an enhanced DBS.
- Existing volunteers who are unsupervised do not need to have a DBS check with a barred list check because the volunteer should have been checked originally.
- For existing volunteers not in regulated activity there is no requirement for an enhanced DBS check (a school can request one but may not request a check of the barred list).
- For a volunteer not engaging in regulated activity a risk assessment should be made and a professional judgement made about the need for an enhanced DBS check.
- Supervision of volunteers - there must be supervision by a person in regulated activity, where supervision occurs, this must be regular and day to day and the supervision must be reasonable in all the circumstances to ensure the protection of children.

Regulated activity

Regulated activity (see p17 for definition) - the period condition is at any time on more than three days in any period of 30 days. 'Frequently' is doing something once a week or more. Work of the nature defined (p17) is considered regulated activity if done regularly; where this is the case an enhanced DBS check is needed with a barred list check.

Contractors

Contractors or employees of contractors working at the school should have the appropriate level of DBS check if a check is required, eg if the contractor is carrying out teaching or providing a level of care or supervision of children regularly.

Camden Safeguarding Checklist

Academic Year:

School Name:

- The Designated Person (DP), Headteacher and Governing Body should consider the following areas in order to establish whether the school policies and procedures effectively safeguard children and staff. Supporting evidence must be provided for each indicator. All identified actions should have an indicative timescale.
- here an asterisk is shown and clarity is needed, please refer to Appendix 1

Section ONE	<i>A Safeguarding Ethos</i>	Response/Evidence	Action Required	Date for Completion
1.	<p>How does the school make clear to children, parents, staff, volunteers and governors its commitment to safeguarding children and promoting the welfare of its pupils?</p> <p>How does the school collect and evaluate the views of pupils, parents, staff and governors in relation to the effectiveness of these arrangements? How are concerns responded to?</p>			

2.	<p>How is safeguarding addressed through the curriculum? What is included to ensure pupils learn how to keep themselves safe from risks such as abuse, sexual exploitation, domestic violence, extremism and radicalisation and FGM How are pupils taught about where they can go for help?</p> <p>What actions are taken to prevent and address all forms of problematic behaviour, including bullying including using the internet and social media?, discrimination and harassment?*</p> <p>How does the school engage parents in promoting the safety and welfare of its pupils?</p>			
Section TWO	<i>School Staff</i>	Response/Evidence	Action Required	Date for Completion
3.	<p>How do staff induction* arrangements focus on safeguarding?</p> <p>Have details of staff induction been recorded?</p>			
4.	<p>How is it ensured that safeguarding children is embedded within the performance management, supervision and training of staff?</p>			

5.	<p>Are all staff and volunteers clear about their role and understand thresholds and procedures for referral?</p> <p>Is there a staff handbook (hard copy or on the school's intranet) in place detailing expectations regarding safeguarding and child protection and staff conduct? Are safeguarding procedures made available to temporary & supply staff?</p> <p>How are staff made aware of safe practices and the law regarding confidentiality, information and breach of position of trust</p>						
6.	<p>What arrangements are in place to ensure that all staff receive single agency, stage one* safeguarding training every three years?</p> <p>Has a record of this training and the delegates who attended (including lead DP and deputy DP/s) been seen by the designated governor?</p>		Title and date of single agency, stage one training	Provider of training,	Certificate of attendance seen?		
		Whole school staff					
		Lead DP					
		Deputy DP [name]					
7.	<p>What are the arrangements for staff who have missed* the three year cycle of stage one safeguarding training?</p>						

Section THREE	<i>Designated Senior Person/s for Child Protection</i>	Response/Evidence				Action Required	Date for Completion
8.	<p>Does your school have a lead AND deputy Designated Person/s* (DP) for Child Protection?</p> <p>Who is the lead DP? Is the lead DP on the Senior Leadership Team?</p> <p>Who is/are the Deputy DPs?</p>						
9.	How do the two DPs liaise with regard to safeguarding matters?						
10.	<p>Have the lead DP and Deputy DP/s completed single agency, stage two* safeguarding training? If so, when?</p> <p>Is there refresher training every 2 years?</p>		Title and date of single agency, stage two training	Provider of training, e.g. CPSLO service	Certificate of attendance seen?		
Lead DP							
Deputy DP [name]							
<i>Please copy and paste the 'deputy DP' row accordingly if you have a number of staff in that role.</i>							

11.	Has the DP undertaken any inter- agency, stage two* safeguarding training provided by or to standards agreed by Safeguarding Children Board? If so, when?		Title and date of inter-agency, stage two training	Provider of training, e.g. CPSLO service	Certificate of attendance seen?		
		Lead DP					
		Deputy DP [name]					
		<i>Please copy and paste the 'deputy DP' row accordingly if you have a number of staff in that role.</i>					
12.	How do the DP and Deputy DPs ensure that they and the school have access to local authority safeguarding procedures, guidance, training and support?						
13.	What arrangements are in place for record keeping* in relation to safeguarding concerns? Does this system clearly identify vulnerable pupils, record any information shared with staff and any action taken by the DP? How does the DP ensure the quality of record keeping?						
14.	What are the arrangements regarding the transfer of information at key transition points e.g. EYFS and Year 6 in relation to						

	vulnerable children and safeguarding concerns?			
15.	<p>What are the arrangements for the completion of risk assessments, in relation to school activities, educational visits and work-based learning and work experience?</p> <p>Are risk assessments carried out regarding pupils with behaviour that could place themselves or others at risk?</p>			
16.	Does the DP ensure the school is represented and contributes to child protection conferences/reviews and inter-agency working together, for example assessments and attendance at core group or other professional meetings?			
Section FOUR	Headteacher	Response/Evidence	Action Required	Date for Completion
17.	<p>What systems are in place for monitoring and responding to children who are occasionally/persistently absent from school or missing from education*?</p> <p>Does the school notify the LA where a child is removed from the roll, including removal to be educated at home?</p> <p>Where the child is known to social services, does the school notify the allocated social worker when the child is excluded?</p>			

18.	If safeguarding complaints or concerns have been made to the Headteacher, how have they been addressed?			
19.	What are the procedures for managing allegations* or concerns about safeguarding regarding staff?			
20.	Has the Headteacher undertaken Managing Allegations Against Staff training? If so, when? Has the certificate of attendance been seen? If they have not attended this training, what have they done to ensure an understanding of their role in the allegations management process, in the event of an allegation being made against a member of staff?			
21.	Does the Headteacher ensure that all cases are referred to the Independent Safeguarding Authority if a person ceases to work in a school and there are grounds for believing they may be unsuitable to work with children, or may have committed misconduct related to safeguarding?			
22.	How does the Headteacher ensure that all staff and volunteers, pupils and parents feel able to raise concerns about unsafe or poor safeguarding practice in line with the school's whistleblowing policy?			
Section	Governing Body	Response/Evidence	Action	Date for

FIVE			Required	Completion
23.	Does your governing body have a nominated governor for safeguarding*? Who is it?			
24.	How does the nominated governor for safeguarding ensure effective liaison with the DP and/or Headteacher regarding safeguarding matters?			
25.	How does the nominated governor for safeguarding report to the governing body on the effectiveness of safeguarding policies and procedures, and how safeguarding duties and responsibilities have been discharged?			
26.	<p>Does the nominated governor for safeguarding audit compliance with local and national guidance on safer recruitment, including DBS checks and the single central record of checks completed for staff, volunteers, governors and contractors?</p> <p>If not, who does this? What is the process for rectifying mistakes?</p>			
27.	<p>Have all Governors (including the nominated Child Protection Governor) undertaken Governor training on safeguarding children* that will enable them to fulfil their responsibilities in respect of safeguarding effectively?</p> <p>When was this?</p>			

28.	Is the <i>Governing Body</i> satisfied that the procedures for dealing with allegations of abuse against members of staff and volunteers comply with statutory guidance?						
29.	Have the Chair of <i>Governors</i> and/or the Vice Chair undertaken training on Reducing and Managing Allegations Against Staff*? When was this? If they have not attended this training, what have they done to ensure an understanding of their role in the allegations management process, in the event of an allegation being made against the Headteacher?		Date of training	Certificate of attendance seen?			
		Chair of <i>Governors</i> [name]					
		Vice Chair of <i>Governors</i> [name]					
30.	Does the <i>Governing Body</i> ensure that during the recruitment and selection of all staff and volunteers the school questions attitudes to and knowledge of safeguarding?						
31.	Have any members of the governing body completed Safer Recruitment training?		Title and date of Safer Recruitment training	Provider of training, e.g. HCC Governance Unit	Certificate of attendance seen?		
		Governor [name]					
		Governor [name]					

		Governor [name]					
		<i>Please copy and paste the 'Governor' row accordingly if you have a number of staff that have completed this training.</i>					
32.	<p>Do procedures for safe recruitment and vetting of staff comply with DCSF and local guidance?</p> <p>Who is responsible for monitoring compliance?</p> <p>What form does monitoring take?</p>						
33.	<p>Is there a Single Central Record in place?</p> <p>Does the SCR indicate that identity checks including DBS checks have been carried out and by whom?</p> <p>Does the SCR include a information that prohibition from teaching checks have been carried out?</p> <p>Does the SCR record qualifications - where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?</p> <p>Does the SCR record evidence of 'right to work' in the United Kingdom checks?</p> <p>Are copies of documentation kept by the school?</p> <p>Who is responsible for maintaining this?</p>						
34.	Has the governing body adopted Guidance for Safer Working Practice for Adults who						

	<p>work with Children and Young People in Education Settings (DSCF March 2009)*?</p> <p>If not, what guidance is available to staff about safe working practice and appropriate professional conduct (including e-safety) and how can they access it?</p>			
35.	<p>How do all staff (including agency staff) and adults in school know about the school's child protection policy and procedures and the name and contact details of the Designated Senior Person for Child Protection, Chair and Vice Chair of Governors?</p> <p>How does the governing body ensure that the child protection policy is made available to parents?</p>			
36.	<p>Are there written policies, procedures and/or references within policies that cover these safeguarding issues:</p> <ul style="list-style-type: none"> ○ Allegations against staff ○ Attendance ○ Behaviour, including Anti bullying ○ Child sexual exploitation ○ Children missing from school ○ Complaints ○ Domestic violence ○ Drugs/substance misuse ○ Educational visits (including risk assessment) ○ On line safety ○ Equality ○ Exclusion of pupils ○ Female Genital Mutilation (FGM) ○ First aid and administration of 			

	<ul style="list-style-type: none"> ○ medicines ○ Forced marriage Health and safety Intimate care No smoking (required for EYFS) Physical intervention Radicalisation and extremism Risk assessments Safeguarding Safe recruitment (including disqualification by association) Self-harm Sex and Relationships Education Staff code of conduct, including use of social media ○ Whistle blowing <p>What are the procedures for reviewing the above policies and procedures?</p>			
37.	<p>Is the physical environment made as safe and secure as possible? How?</p> <p>How are pupils involved in the process and kept informed?</p> <p>Have appropriate risk assessments been carried out where necessary?</p> <p>Are necessary steps taken to reduce infection?</p> <p>What procedures are in place to safeguard pupils moving between sites or when off site or on work placement?</p>			
38.	<p>How does the governing body ensure all who are involved in delivering extended services are aware of and comply with</p>			

	safeguarding policy, procedures and good practice? (Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding will apply).			
39.	Where services or activities are provided separately by another body: <ul style="list-style-type: none"> • does the governing body have a copy of the organisation's child protection policy? • has the governing body ensured that appropriate DBS, prohibition and disqualification checks have been undertaken? • has the Headteacher liaised with that organisation about child protection issues and reporting lines? • is the Headteacher clear about the arrangements the external provider has in place to encourage safer working practice? 			
Section SIX	Pupils	Response/Evidence	Action Required	Date for Completion
40.	Are pupils encouraged and enabled to report concerns/complaints? Do they know who to report to?			
41.	Are risk assessments used to inform			

	decisions on whether or not to re-admit pupils with behavioural issues that could place themselves or others at risk?			
42.	How are pupils given opportunities within the curriculum to understand risks to them and learn about keeping safe?			
43.	How are pupils taught to recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressure, including knowing where to get help?			
44.	Are pupils encouraged to adopt safe practices and deal sensibly with risk? e.g. -when handling hazardous equipment and materials -looking after themselves during outdoor activities -attending alternative educational or work-related provision -using the internet -if they come into contact with groups/gangs that encourage violent extremism/the use of violence			
Section SEVEN	Security	Response/Evidence	Action Required	Date for Completion
45.	Are there effective procedures in place			

	<p>with regard to the checking of visitors to the site including volunteers and those using the premises?</p> <p>Does the school request confirmation of DBS checks from agencies for professionals who regularly visit the school?</p>			
46.	Does the school have adequate security arrangements for the grounds and buildings?			
47.	Are outdoor and indoor spaces, furniture, equipment (toys) suitable and safe?			

Appendix 1- Supplementary Information for completion of the Camden Safeguarding Checklist

<p>DSP arrangements</p>	<p><i>It is a statutory requirement that the lead DP is a senior member of the school's leadership team. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post. In many schools a single designated person will be sufficient, but a deputy should be available to act in the designated person's absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload.</i></p>
<p>The role of the Head teacher</p>	<p><i>For those Headteachers who are not DPs, their contribution to safeguarding and child protection is to lead, facilitate, support, innovate and evaluate. Headteachers who are also DPs have the additional operational role of managing individual cases.</i></p> <p><i>The Headteacher must ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including making referrals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children in need/in need of protection.</i></p>
<p>Nominated Child Protection Governor</p>	<p><i>It is recommended that an individual member of the governing body is appointed as the nominated Child Protection Governor to champion child protection issues within the school, liaise with the head teacher and DP/s about them, and provide information and reports to the Governing Body as appropriate.</i></p>
<p>Monitoring and auditing</p>	<p><i>The Designated Person should bring to the attention of the Governing Body any deficiencies which may affect compliance with the Education Act 2002 Section 175/157 and support the identification of areas for improvement.</i></p> <p><i>Safeguarding Children and Safer Recruitment in Education, DfES 2006 states that Governing Bodies are accountable for ensuring they remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to their attention.</i></p>

<p>Bullying, discrimination and harassment</p>	<p><i>Under the Ofsted inspection framework, safeguarding is assessed under 'Behaviour and safety of pupils' as well as 'Leadership and Management'. The behaviour and safety judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' spiritual, moral, social and cultural development.</i></p> <p><i>Please see the Ofsted publications 'The framework for school inspection' and the 'School inspection handbook' for more details.</i></p>
<p>Induction</p>	<p><i>It is recommended that all new staff/volunteers receive some input about the school's safeguarding arrangements on the first day of starting at the school. This should include details of the Child Protection Policy, the name and contact details of the DP, Deputy DP and the Chair of Governors. The quick reference guide has been developed for this purpose.</i></p> <p><i>As well as an initial introduction to the school's safeguarding procedures, it is recommended that a more in-depth safeguarding induction is delivered within the first week, which briefs staff on the safeguarding arrangements within the school and their individual responsibilities for safeguarding and promoting the welfare of children. A PowerPoint presentation is available. Following induction, Safeguarding Children training needs to be arranged as soon as possible (within the first term). See section below for more information.</i></p>
<p>Single agency, stage one training</p>	<p><i>Single agency, stage one training is training carried out by a particular agency for its own staff, e.g. external training provider. It is training to ensure school staff have up to date knowledge and skills and an opportunity to reflect on their experiences.</i></p> <p><i>Safeguarding Children and Safer Recruitment in Education, DfES 2006 sets out clearly that all staff and volunteers working with children in the school setting must receive Stage One Safeguarding Training every three years. This includes the Deputy and Lead DPs.</i></p> <p><i>Staff requiring the training outside of the three yearly statutory update should receive catch up training by the Designated Person at their school. Training resources have been designed to support DSPs in the delivery of this training.</i></p> <p><i>It is also good practice for the DP to deliver a safeguarding refresher annually to ensure all staff are up to date with their training and all new staff receive timely training on issues</i></p>

	<i>relating to safeguarding.</i>
Staff that have missed the three year cycle of stage one training	<i>Staff requiring the training outside of the three yearly statutory update will receive catch up training by the Designated Person at their school.</i>
Single agency, stage two training	<p><i>Single-agency, stage two training is training is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families (i.e. DPs).</i></p> <p><i>In addition to the Stage 1 (whole school training), the Designated Senior Person/s for Child Protection in the school must receive appropriate Stage 2 training to enable them to fulfil their specific role and responsibilities. Thereafter, DPs should undertake further training at Stage 2 at least every two years. This training may be single or interagency in nature.</i></p>
Inter-agency, stage two training	<p><i>Inter-agency, stage two training is for employees of different agencies who either work together formally or come together for training or development e.g. HSCB, NSPCC training etc. It is for those who have a lead role in safeguarding or who have regular or intensive contact with children and families.</i></p> <p><i>Ofsted will want to see that DPs have accessed some training in inter-agency working, in line with 'The framework for school inspection' and the 'School inspection handbook'. These can be found at:</i></p>
Governor training	<i>Whether the Governing Body acts collectively or a nominated Child Protection Governor takes the lead with respect to safeguarding issues in the school, it is helpful if all members of Governing Bodies to undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.</i>
Policies and procedures	<i>Governing Bodies are accountable for ensuring their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them.</i>
Supplementary guidance	<p><i>DPs must be familiar with the legislative framework and guidance for safeguarding to ensure they are clear about their responsibilities and how to fulfil these. This will also give an understanding of the responsibilities and processes of other agencies.</i></p> <p><i>Supplementary guidance outlines procedures to be followed in specific circumstances related to safeguarding children. Some examples of supplementary guidance include:</i></p>

- DfE. Keeping Children Safe in Education, Statutory Guidance for schools and colleges. April 2014
- DfE. Keeping Children Safe in Education, Information for schools and colleges. April 2014
- HM Government (March 2013) Working together to safeguard children
- Safeguarding children from female genital mutilation (DCSF/DoH fact sheet)
- DCSF (2007). Safeguarding children from abuse linked to a belief in spirit possession
- DCSF and Home Office (2007). Safeguarding children who may have been trafficked
- DfE Keeping Children Safe in Education (April 2014)
- HM Government (2008). Safeguarding children in whom illness is fabricated or induced
- DCSF (2009). Safeguarding disabled children - practice guidance
- HM Government (2009). The Right to Choose: multi-agency statutory guidance for dealing with forced marriage and HM Government (2009) Multi-agency practice guidelines: handling cases of forced marriage
- HM Government (2009). Safeguarding children and young people from sexual exploitation
- HM Government (2010). Safeguarding children and young people who may be affected by gang activity
- London child protection procedures (5th edition) 2013
- FCO guidance
- CSCB protocol on children abused through sexual exploitation

There is not an expectation that DPs necessarily print copies of these; however they must know which are relevant and know how to access them. Good practice would be to disseminate these as appropriate to school staff to raise awareness, perhaps as part of an annual safeguarding refresher staff meeting.

Camden guidance:

- Camden model safeguarding policy
- Camden 'anti-bullying' policy

	<ul style="list-style-type: none"> • Camden guidance for dealing with allegations • Camden 'missing from school' policy • Camden 'SRE' policy
Extended Services	<i>Where services or activities are provided separately by another body, the governing body should be satisfied that the provider concerned has appropriate policies and procedures, including those for staff appointments in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.</i>

Individual Casework

(Individual casework tasks focus on confidential information and safeguarding activity in relation to individual children)

Record keeping	<p><i>Good record keeping is important and is part of the accountability of professionals to those who use their services. Schools are required to maintain an educational record for each pupil and to share this with parents. An educational record includes a curricular record (pupil's academic achievements, other skills, abilities and progress in school) and any safeguarding records kept about that child.</i></p> <p><i>Working Together to Safeguard Children (DFE, 2013) and The Education (Pupil Information) (England) Regulations 2005</i></p>
Children missing from education	<i>Should a child leave a Camden school without notice being given by the parent or without the school being advised by the parent of the new address and/or school the child is to attend, the school should notify the Education Welfare Service as soon as possible.</i>
Allegations Management and Safe Working Practice	
Managing allegations	<i>Head teachers, Chairs and Vice Chairs of Governors must be able to demonstrate awareness of procedures for Managing Allegations Against Staff</i>
Safer Recruitment	<i>It is vital that schools adopt recruitment and selection procedures processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. Governing Bodies should ensure the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work</i>

	<p><i>with children.</i></p> <p><i>At least one member of the recruitment panel must have completed safer recruitment training; or where an individual is in charge of recruitment, that individual must have completed the training. Safer recruitment accreditation lasts for only five years.</i></p>
<p>Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (DSCF March 2009)</p>	<p><i>This DCSF practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. It is relevant to both individuals and schools/services working with or on behalf of pupils. It is recommended that schools/services use this guidance to develop and promote safer working practice by ensuring that all employees and volunteers are made aware of its contents, have access to the document and understand the expectation that they will work to it.</i></p>