



**St Herbert's RC Primary School**

# **SAFEGUARDING & CHILD PROTECTION POLICY**

Approved by Governors on: 08.11.23

Date to be reviewed: November 2024

Signed on behalf of the Governing Body: *P Devine (Chair)*

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## Introduction

This policy is set within the context of the School Mission Statement:

*“Strong in Faith, Hope and Love, for the Common Good”*

and the School Ethos:

*“By loving one another as God loves us, we can achieve spiritually and academically”*

This policy is applicable to all staff and Governors of St Herbert’s RC Primary School. All new staff and Governors will be expected to read and take note of the policy and the following documents and support will be provided by the Designated Safeguard Lead (DSL) or Chair of Governors:

Keeping Children Safe in Education (KCSIE). September 2023 (Staff need to read and be aware of section 1 and section 5)

Guidance for Safer Working Practice for those working with children and young adults in education settings. Feb 2022

Working Together to Safeguard Children. July 2022

What to do if you’re Worried a Child is Being Abused. March 2015

Revised Prevent Duty Guidance for England and Wales. September 2023

Prevent Duty Guidance for England and Wales.\*

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel General Awareness CPD\*:

[https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html#](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html#)

\* On line exercise to be completed and certificate printed and emailed to the DSL.

**In response to any pandemic restrictions and regulations, it is vital that we continue to follow our policies and procedures (CPOMs can be accessed off-site and DSL/DP can be contacted at all times), and that staff and pastoral leads carry out welfare calls and checks during bubble closures and lockdowns; vulnerable children will be a key priority.**

# **Part 1: Safeguarding and Child Protection**

## **Statement of Intent**

All staff and Governors will follow the procedures as laid down by the Oldham Safeguarding Children Partnership (OSCP), will respect issues of confidentiality and will give priority to working together with other agencies to protect children in our care particularly those, who have been identified as being at risk of child abuse.

In this statement and policy, staff includes all those who work in school including practitioners working in our Early Years Foundation Stage, Learning Centre out of hours provision, Governors, professional visitors (e.g. heating engineers, sports providers, etc.) and volunteers who have contact with our children (e.g. volunteers who help reading, volunteers who help at an after-school activity, etc.).

## **Roles and Responsibilities**

The Designated Safeguarding Lead (DSL) is the Head Teacher or in her absence the Deputy Head Teacher who is also the Deputy Designated Safeguarding Lead; a further Designated Person is the Pastoral Lead. The DSL and deputies are most likely to have the complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

The Designated Safeguarding Governor is the Chair of Governors.  
In the Learning Centre (out of hours provision), the designated safeguarding lead person will be the Learning Centre Manager, and is trained to the same level as the Headteacher.

The DSL and Chair of Governors will ensure the Safeguarding Policy is in place and reviewed annually. The DSL will send any information if a child is transferred to a new school.

## **The Role of the Head Teacher and Governors**

The Chair of Governors will seek to fully support the role and responsibilities of the DSL for child protection through ensuring that:

- All staff are aware of the DSL, the policy and the procedures relating to safeguarding.
- Inter-agency procedures are known by the DSL.
- The Headteacher's Report to Governors in the Autumn Term provides details of the training undertaken during the year.
- Key or relevant Governors and staff have attended Safer Recruitment Training.
- The Full Governing Body (FGB) will be responsible for monitoring the implementation of the policy. A termly safeguarding report will be presented to the FGB. The Chair of Governors will be informed of serious incidents as soon as possible.
- The DSL is the single point of contact for Prevent issues of concern.
- The DSL completes a LA prevent self-assessment tool and returns it to the LA at least every 2 years.

## **The Role and Responsibilities of the Designated Safeguarding Lead (DSL/DP)**

The DSL/DP for the school will be the first point of reference for any issues to do with child protection. In their absence, the Deputy DSL should be notified.

The DSL/DP is not expected to be an expert. Once the school has reported concerns it is for the police and social services to carry out necessary investigations.

In this school the DSL/DP role is to:

- Co-ordinate action in cases of child abuse both within the school and with outside agencies.
- Act as consultant for school staff and outside agencies about particular children.
- Ensure that appropriate staff within school have sufficient knowledge about the child at risk to protect him/her.
- Keep information about those pupils on a Child Protection plan.
- Pass on information to the receiving designated person when the child changes school.
- Liaise with other agencies of the LSCP (Local Safeguarding Children Partnership).
- Arrange ongoing whole school awareness, raising staff development (including support staff), with regard to child protection.
- To attend training provided by OSCP and designated persons network meeting.
- To be the single point of contact for Prevent issues of concern.
- To complete the LA prevent self-assessment tool and return it to the LA every 2 years.
- A safeguarding quick referral guide to be displayed in the office.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding, by setting out its obligations in the school prospectus, home-school agreement and website.
- Notify children's social services if there is an unexplained absence of more than two days of a pupil who is on the safeguarding register.

## **The Role and Responsibilities of every member of staff**

The Role and Responsibilities of every member of staff will be to:

- wear an ID badge at all times;
- know who the DSL, DP and deputy are;
- know and follow the in-school procedures in relation to safeguarding and child protection;
- understand the role and identity of the DSL and deputy DSLs;
- attend annual safeguarding level 1 training organised by the DSL;
- attend any in-school meetings about children who are vulnerable, at risk or where the staff have an ongoing concern when appropriate;
- monitor any vulnerable child, who is in their local authority care, or on a child protection plan, child in need plan or under the Early Help Offer;
- have a general awareness of the possible indicators of abuse;
- keep confidential any sensitive information which has been shared with them;
- access and keep up to date with any relevant CPD as advised by this document;
- use the school behaviour policy and safeguarding procedures in response to children missing education;
- act immediately on any safeguarding concerns by informing the DSL/DP (or deputy DSLs in the absence of the DSL);
- consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare ('contextual safeguarding');

- be aware of changes to the KCSiE document and understand terms within such as 'county lines' and 'child-on-child abuse';
- understand and follow school's 'Safeguarding Procedures' document.

## Key Points

The staff and Governors of St Herbert's RC Primary School fully recognise their responsibilities for safeguarding.

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop.
2. Ensuring we practise safe recruitment in checking the suitability of staff to work with children.
3. Raising staff and children's awareness of safeguarding issues and equipping staff and children with the skills needed to keep staff and children safe.
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
5. Supporting pupils who have been abused in accordance with his/her agreed safeguarding plan.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The staff of the school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the RHCD curriculum (PSED curriculum in Foundation Stage) for children to develop the skills they need to recognise and stay safe from abuse.

Staff and governors will follow the procedures set out by the Local Authority (Oldham) and take account of guidance issued by the Department for Education to:

- Understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL/DP responsible for safeguarding.
- A member of the school office who welcomes supply staff will provide them with the safeguarding quick referral guide (included in the induction pack).
- Co-operate with relevant agencies as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- Use CPOMs to record concerns about children, even where there is no need to refer the matter immediately. Staff will record concerns on CPOMs and alert the DSL/DP by email.
- Follow procedures where an allegation is made against a member of staff.
- Members of the FGB and SLT will attend regular Safer Recruitment training to ensure safe recruitment practices are always followed.

## Support For Pupils

Staff and governors recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Staff and governors will endeavour to support the pupil through:

- The Catholic school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued in the context of the Gospel values.
- The content of the curriculum; enabling children to understand the need for safety, where dangers may occur and how to avoid or take appropriate action, and also to understand how they can promote their own safety, health and well being.
- The school behaviour policy, which also supports vulnerable pupils in the school by ensuring that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil on the safeguarding register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Providing support programmes, to support children through difficult periods eg: use of Caritas Service.

The adults of this community will also form part of a network of caring people who will be expected to care for a child and listen to a child. We understand that some children may wish to confide in a particular adult if they have a concern and that this concern could turn out to be a safeguarding issue. Acting under the safeguarding guidance, all adults will be made aware of this and the need to always be prepared to listen and give time to any child who may need it.

## **Governor Training**

1. All governors new to St Herbert's will be made aware of this policy, procedures and practice through induction.
2. Relevant governors will attend safer recruitment to ensure safer recruitment practices are followed.
3. All governors will complete regular online Prevent training to be aware of radicalisation in school.
4. Governors are recommended to attend relevant training provided by the Local Authority.

## **Staff Training**

1. All staff new to St Herbert's will be made aware of this policy, procedures and practice through induction, including the use of the online recording system CPOMs.
2. All staff will be updated as to any changes to the procedures or policy.
3. All staff will keep up to date annually with level 1 safeguarding training and professional development in safeguarding related policy procedures and practice. Staff will undertake training on any new government guidance when it becomes available.
4. The DSL/DP and the Learning Centre Manager (out of hours provision: Pre and After School Care, Holiday Club), will undertake DSL training every 2 years.
5. The Deputy Head will also undergo DSL safeguarding training so as to be able to provide equal support in the absence of the Headteacher (Deputy DSL).
6. The DSL will keep a record of all staff training and INSET in the office and ensure that every member of staff has had the relevant training.
7. All staff will complete regular online Prevent and Channel training to be aware of radicalisation in school.

## **DBS – Disclosure and Barring Service**

A single central record will be kept in the Business Manager's office. All staff employed by the school and any volunteer in regular contact with the children will hold an up to date enhanced DBS check and the details of this will be updated on the single central record. No volunteer visitor without a DBS check will be afforded regular unsupervised contact with the children. Supervised in this context means that the volunteer is within sight of a member of staff when working with children. Governors also need to have enhanced DBS status.

## **Safer Recruitment**

All staff appointed to the school shall be done so via Local Authority Safer Recruitment Process and at least one Governor or SLT member trained in safer recruitment and accredited as such will attend all interviews.

## **Concerns About a Child**

If a member of staff has concerns about a child or a child has disclosed abuse, staff will follow the guidance given for individuals below, and the staff of the school will then follow the in-school protection procedures.

## **Information for Parents/Carers**

Parents will be informed how we ensure safeguarding through emails and/or meetings when changes occur in policy or procedures. Any referrals being made will be discussed with parents/carers, where appropriate. The school upholds the policy laid out by Oldham LA guidelines.

## **Children Looked After (CLA)**

The CLA Lead is responsible for CLA supported by the Learning Mentor. Staff will have opportunities to share concerns about vulnerable children each week at the weekly briefing. Staff must share any concerns about CLA with the DSL/DP and all staff should follow guidelines published by the Greater Manchester LSCB which can be found here: <http://bit.ly/GMLSCBLAC>

## **Preventive Work in School**

The staff and governors will make use of resources available in the authority to encourage the development of the school as a 'listening' school which means we listen to the concerns of children and parents.

The RHCD (Relationships, Health and Character Development) curriculum (includes PSHE curriculum and Relationships and Sex Education (RSE) curriculum) will be examined by the staff to identify any areas in which direct teaching might be appropriate to support children in protecting themselves and in recognising the need to protect others.



## Protecting Pupils from FGM (Female Genital Mutilation)

The staff and Governors will follow advice from the Greater Manchester LSCB on FGM which can be found here: [http://greatermanchesterscb.proceduresonline.com/chapters/p\\_fgm.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_fgm.html)

### E-Safety

In order to safeguard all pupils and staff, all school owned devices are enrolled into a web content filtering and monitoring system that continually **filters and monitors** the internet traffic, wherever the device is connected to the internet.

Our **alert** system is an at-risk student identification solution that monitors and analyses online activity for signs of self-harm, violence and bullying. Key personnel are alerted to concerning on-line activity, and this allows us to focus efforts on early intervention and take a pro-active approach to student safety.

The children are taught about the dangers of using the internet and social media platforms. Staff undertake annual training on how to keep themselves safe using social media platforms. (Please refer to **e-Safety Policy**)

Any complaint about misuse of the internet or of computer technology must be referred to the Headteacher (e-Safety Lead).

Complaints of a child protection nature must be dealt with in accordance with school Child Protection Procedures.

All staff will have access to the School e-Safety Policy and its importance explained on induction and when it is reviewed or updated. Staff will sign to say they have read and understand the policy and undertake to comply.

Staff will be made aware that Internet traffic is monitored.

Professional conduct is essential.

Staff mobile phones must be locked away during the school day (refer to Staff Code of Conduct and e-Safety Policy). Staff should ensure that contacts who may need to contact them urgently during the school day, (e.g. family or schools attended by their own children) phone the school office in the case of an immediate emergency. The sending of abusive or inappropriate messages (text or online) by staff is strictly forbidden.

The use of personal mobile phones to take pictures or videos of children, either in the building or on school trips is strictly forbidden. School iPads are made available for this.

### Prevent Duty

The staff and Governors take seriously the prevent duty under the Counter Terrorism Act 2015 on school as a specified authority to have regard to the need to prevent young people from being radicalised and drawn into terrorism. The DSL is the single point of contact for prevent issues of concern. The DSL will assess the risk to children and develop action plans for those vulnerable young people about whom we have concerns, and refer vulnerable children to children's social care/MASH (Multi-Agency Safeguarding Hub) services or to the channel panel. All staff and governors will engage with online prevent training to recognise children/adults vulnerable to radicalisation. The implementation of our school IT policies ensure that children are safe from terrorist/extremist literature, by appropriate levels of filtering and our alert system.

Anyone with a radicalisation concern regarding a parent, member of staff or governor should report it directly to the DSL as the Single Point of Contact (SPoC) or, if the concern is about the DSL, to the Chair of Governors.

## **Child on Child Abuse**

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours, such as grabbing bottoms or other body parts, and lifting up/pulling down clothing. Dismissing or tolerating such behaviours risks normalising them.

Definitions of sexual abuse and sexual harassment can be found in KCSiE 2023.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Part one of KCSiE 2023. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or a deputy DSL).

## **Part 2: Safeguarding Staff from Allegations**

We must ensure children are safe and are happy in our care, we also have a duty of care towards our own staff who work for and with the children in our school family. Many aspects of this care are covered under various other related policies such as Health and Safety and Equality Policies. Whilst working with children is a wonderful vocation, it is also one in which adults can be vulnerable. This document is designed to help all who work with children in this school to be aware of situations or circumstances which could place them in a vulnerable situation and also to ensure that through a professional approach, we avoid such situations as much as is reasonably possible.

### **Key Principles and Professional Guidelines:**

1. The relationship between staff and pupils is a professional one. It is fully expected that staff in the school have a friendly and caring relationship with pupils; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child’s parents would be happy with the relationship if they were standing with you. Careful use of professional judgment and standards is required in such circumstances. See Teacher Standards for further clarification.

2. A personal relationship between staff and a pupil is inappropriate unless it is pre-existing and with the full knowledge and consent of the student's/pupil's parents or guardians and is also in keeping with the professional standards. Circumstances in which such a personal relationship are acceptable would be when your own children are friends with those in the school or when you have a personal relationship with parents of children in the school. It is not appropriate for a member of staff to meet with a pupil out of school hours or off school premises unless they are with their parents.
3. Unnecessary physical contact with pupils should be avoided. In some circumstances, physical contact between a member of staff and a pupil is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground. For further guidance see the government document about safe working practice: <http://bit.ly/SJTouchGuidance>

In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. See <http://bit.ly/SJReasonableForce> for clarification. In these situations, staff are advised to be very sensitive to the student's/pupil's likely reaction and to watch out for signs that the pupil is apprehensive or uncomfortable.

4. When working with pupils on a 1:1 basis, other people (adults, colleagues or pupils) should be present, working in an open area eg: resource bays, or the door should be open and viewing panels must be unobstructed.
5. Over-familiar words and actions, displays of affection, discussion of one's personal life or the personal life of the pupil are inappropriate. Sexual innuendo is wrong in all circumstances. Staff are advised to avoid actions, words or expressions that could be interpreted as suggesting that they have an emotional relationship with any pupil. In the professional staff-pupil relationship it is not appropriate to single a pupil out for favours or to suggest to a pupil that he or she is a special friend.
6. Personal email addresses, home or mobile phone numbers should not be given, asked for or used. In some circumstances where a member of staff has a child at the school, an exception can be made, but the staff member has to be aware of the risks involved.
7. Pastoral matters should not be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student or welfare check under COVID restrictions, should pastoral matters be dealt with by using personal phone contact. If this is unavoidable, staff should prefix the number being dialled with the numbers 141, or hide their caller ID, so their own mobile number is withheld. In any event, records of all contacts should be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record (recorded on CPOMs). It is very difficult to envisage circumstances under which individual texting is appropriate except through official school channels.
8. It is not appropriate for pupils to visit a member of staff in their own home (unless the member of staff has a child in school and the visiting child has a reason to make a visit to the home or the child is visiting with their own parent(s)/carer(s) who have a personal relationship with the teacher). Where such a visit does take place it should be with the full knowledge and consent of either the school or parents/guardians. If possible, more than one adult should be present on such an occasion.

9. A gathering might be held as part of a celebration. This should be held in school or a public place. It is essential that professional criteria (e.g. all the pupils in a particular teaching, tutorial or sports group) rather than personal criteria (e.g. selected pupils only) are used for inviting pupils, that the event is held openly, and that the Senior Leadership Team are aware of it. A risk assessment would have to be prepared on such an occasion. More than one member of staff should be at the gathering. Staff on such an occasion have a particular duty to ensure that professional standards are maintained and applied – even if pupils invited or involved are no longer pupils of this school.
10. Members of staff who in the course of their professional duties need to work on a one-to-one basis with a pupil (e.g. a piano lesson, a Maths tutorial, etc.) are advised to take care to ensure that the circumstances of the meeting or lesson are professional. These staff will be made aware of this document. Staff are advised to use a room where other adults are in view and vision panels are in the door, or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. Meetings or lessons should be arranged during normal school hours or immediately before or after school when other members of staff are present.
11. Staff must avoid any action that could be interpreted as threatening or detrimental to the child's welfare.
12. Social networking sites pose risks for all staff in terms of professional integrity and the welfare of pupils. Staff should conduct themselves professionally inside and outside of the school context. Staff should not use these sites to contact or communicate with pupils. Pupils may post information which is inappropriate. Should staff become aware of inappropriate material about staff or governors, the school, or a pupil, the Senior Leadership Team should be informed and SLT will investigate the allegations and take appropriate action. Staff should not investigate it.
13. If staff are concerned about anything which has occurred or which has made them uncomfortable, they must discuss the matter with the DSL at the earliest opportunity. A written record, dated and signed, will be made of any such incident.

## **If an allegation is made against a member of staff**

Any allegation against a member of staff must be reported to the DSL promptly whilst also maintaining adherence to the school confidentiality policy. In the event of the allegation being made about the DSL, the Chair of Governors must be informed promptly.

Once an allegation is received, it will be dealt with strict adherence to the child protection policy and the statutory Keeping Children Safe in Education 2023 document. This may entail a referral to an appropriate agency, contact with parents or internal investigation – depending upon the nature of an allegation. (see school Whistleblowing Policy)

All allegations will be considered seriously and further investigation will take place if the DSL feels it is necessary.

## **Part 3: Visitors to School including Extra-Curricular**

Any visitor to school must sign in on the Entry-Sign digital signing in system and agree to the behaviour protocols of visitors before entry to school is given. All visitors must also sign out.

Visitors are very welcome at St Herbert's RC Primary School; a visitor to this school should be given a warm welcome at all times. Visitors also often make an important contribution to the life and work of the school in many different ways. The learning opportunities and experience they bring are encouraged and appreciated. All should experience a warm welcome as reflected in our Catholic Mission Statement.

It is the staff and governors' responsibility to ensure that the security and well-being of its pupils are uncompromised at all times. The safety and wellbeing of those who work here and are employed by the school, is an equally important responsibility which must be taken seriously at all times. The staff are also responsible to the whole school community for ensuring that visitors comply with the procedures and policy documents that govern this school.

### **Types of Visitor**

There are a wide range of different visitors to school including but not limited to:

- Friends of St Herbert's (PTA) members
- Students who are carrying out activities as part of their unit of study
- Individuals or groups who will be paid directly by the school
- Individuals or groups carrying out a service within our school but who work and are paid for by others e.g. Local Authority, contractors
- Parishioners
- Guests and speakers
- Parents and family members of pupils
- Past pupils

### **Informing Leadership**

Before a visitor (or group of visitors) is invited to the school, the Headteacher should be informed with a clear explanation as to the relevance and purpose of the visit and intended date and time of the visit. Approval must be given by the Headteacher before a visitor is asked to come into school. When inviting visitors to the school they should be asked to bring in formal identification with them at the time of their visit unless the visitor is a regular visitor to the school.

### **Contractors**

- Insurance details of any contractors working within the school must be checked by the Business Manager before they commence work on site.
- Contractors from the Local Authority's recommended list have the necessary insurance cover for work in schools.
- Contractors must also be made aware of the school's asbestos record before work starts.
- Contractors must ensure they liaise with the Senior Leadership Team of the school with regard to health and safety issues. E.g., where pupils will be working, walking etc. and when.

## **Parents**

If a parent wishes to speak to a teacher about an informal matter, they need to phone the school office to arrange contact (ideally by phone call). Parents cannot speak to teachers at the class doorway. Teachers must be in the class ready to start the day by 8:45am.

Parents will not be allowed into school via the classroom door. Appointments should be made for more serious matters which require a significant amount of time or some degree of privacy. These appointments can be made through the school office and via the class teacher.

## **Friends of St Herbert's (PTA)**

We appreciate the hard work that our PTA undertake through the year and the valuable contribution they make towards our school life and community. PTA members should follow the same guidelines as above and sign in on the Entry-Sign digital system when they visit school.

## **Past Pupils**

Past pupils will always be welcome in our school. For procedures to follow for a past pupil returning for a visit, refer to the safeguarding procedures document which are in place to keep pupils and staff safe. This procedure will be emailed to all current families in school each September and will be on the school website.

## **Unknown Visitors on Site**

It is the responsibility of every member of staff to ensure that any person, for whatever reason, who has not followed the procedures above (that is, not signed in and wearing an identification badge) and is on the school site should be politely asked to identify themselves and escorted to the entrance of the school to leave the premises or sign in if they have a legitimate reason for attendance.

Should the visitor be non-compliant, a member of the SLT should be informed to provide assistance. A decision will then be made if it is necessary to inform the police.

Any unauthorised attempt to gain entry to the school must result in a 999 emergency call to the police.

## **Further Information**

### **Linked Policies**

This policy should be read in conjunction with other related school policies and documents, including:

- Safeguarding procedures and guidelines
- e-Safety Policy
- Prevent Policy
- Health and Safety Policy
- Equality Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Visitor Policy
- Staff Code of Conduct Policy
- School Behaviour and Anti-bullying Policies
- Data Protection Policy

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration/ Admissions Data	Name, DOB, Address, Telephone,	To promote the welfare and protect the safety of children, staff and visitors.	All members of staff to report.	CPOMS (online management system)	Minimum of DOB + 25 years.
Records of incidents/events	Parental Details, Medical Information (if relevant), Behavioural/ e-safety Incidents, Safeguarding incidents.	Communication.	Data shared only to relevant parties.	Some paper records locked in cabinet.	Electronic Records Passed onto new school when moving.  Computer retains copy of records in 'archive'.

As such, our assessment is that this policy:

Has few/No data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
✓		

## Important Sources of Further Information:

The Greater Manchester Safeguarding Children procedures can be found on the Oldham Borough Safeguarding Children Board website <http://www.oldham.gov.uk/lscb/> and make explicit what action should be taken at the point of referral to the Multi Agency Screening Service (MASS) or the police and thereafter. In addition schools/colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

## KEY CONTACTS WITHIN THE LOCAL AUTHORITY

### REFERRAL TO STATUTORY SERVICES

Where schools have concerns for the safety and welfare of a child or young person during office hours telephone the Multi-Agency Safeguarding Hub (MASH Team): Tel: 0161 770 7777

<https://adt.oldham.gov.uk/mashreferrals>

To make referrals out of hours telephone – Emergency Duty Team: 0161 770 6936

## Review

This policy will be reviewed annually. Next review: November 2024