

Safeguarding and Child Protection Policy

Morgan's Vale and Woodfalls CE Primary School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	21.11.2018
Policy published (including on website) (date):	22.11.2018
Next review (date):	21 st November 2019

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mr Graham Nagel-Smith	01725 510740	head@mvwacademy.co.uk
Designated Safeguarding Lead (DSL)	Mr Graham Nagel-Smith	01725 510740	head@mvwacademy.co.uk
Deputy DSL(s) (DDSL)	Mrs Verity Jaffray	01725 510740	vjaffray@mvwacademy.co.uk
Nominated Governor	Mrs Ruth Webber	01725 513759	rwebber@mvwacademy.co.uk
Chair of Governors	Mrs Sheila Youings	01725 512747	sheila.youings@mvwacademy.co.uk
Designated Teacher for Looked After Children	Mrs Verity Jaffray	01725 510740	vjaffray@mvwacademy.co.uk

The key safeguarding responsibilities within each of the roles above are set out in **Keeping Children Safe in Education (2018)**

Early Help - single point of entry:	01225 718230
Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0845 6070 888

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

Introduction

Morgan's Vale and Woodfalls CE Primary School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- The Procedures of Wiltshire Safeguarding Children Board
See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- Behaviour policy
- Sex and Relationships Education policy
- Teaching and Learning policy
- Equality Statement
- Whistleblowing policy
- Staff Code of Conduct
- SEND policy
- Health, Safety and First Aid policy
- Anti-bullying

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2018). All staff working directly with children have also read Annex A.

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Behaviour Policy (for safer working practice) D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the headteacher.

Audit

The nominated governor (NG) for safeguarding liaises with the headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At Morgan's Vale and Woodfalls CE Primary School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all governors/members of the proprietor body

See also Training.

Staff Behaviour Policy (for safer working practice)

Morgan's Vale and Woodfalls CE Primary School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At Morgan's Vale and Woodfalls CE Primary School, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.

- the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2018) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2018).

Responding to concerns/disclosures of abuse

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the **'tell me'**, **'explain'**, **'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don'ts:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, the DSL follows the WSCB procedure and refers to the MASH team as appropriate.

Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Children with Special Education Needs and Disabilities (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

We will report to the police any 'known' cases of FGM to the police as required by law.

Peer on Peer abuse

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting or
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in the school behaviour policy.

Victims, perpetrators and any other child affected by peer on peer abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Record keeping and information sharing

The school:

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate. Appendix 4
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a “need to know” basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children’s Social Care. We follow this up by contacting Children’s Social Care directly.

Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the WSCB Case Resolution Protocol and escalation policy is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Headteacher or Senior Teacher.

If a staff member feels unable to raise an issue with a member of staff with a Senior leadership role in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e.mail help@nspcc.org.uk.
- A member of the governing body: Mrs Sheila Youings (Chair of Governors)

Managing allegations against adults

Morgan's Vale and Woodfalls CE Primary School follows the procedure set out by the WSCB 'Allegations against adults' flowchart (Appendix 5):

Where anyone in the school has a concern about the behaviour or an adult who works or volunteer at the school, they must immediately consult the Headteacher who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Training

All members of staff and volunteers have read, signed and understood the school's Staff Behaviour Policy (for safer working practice).

We ensure training attended meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council / Salisbury Diocese. In addition, governors may choose to attend whole school safeguarding and child protection training.

Monitoring and review

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting. The headteacher ensures that safeguarding is an agenda item for every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

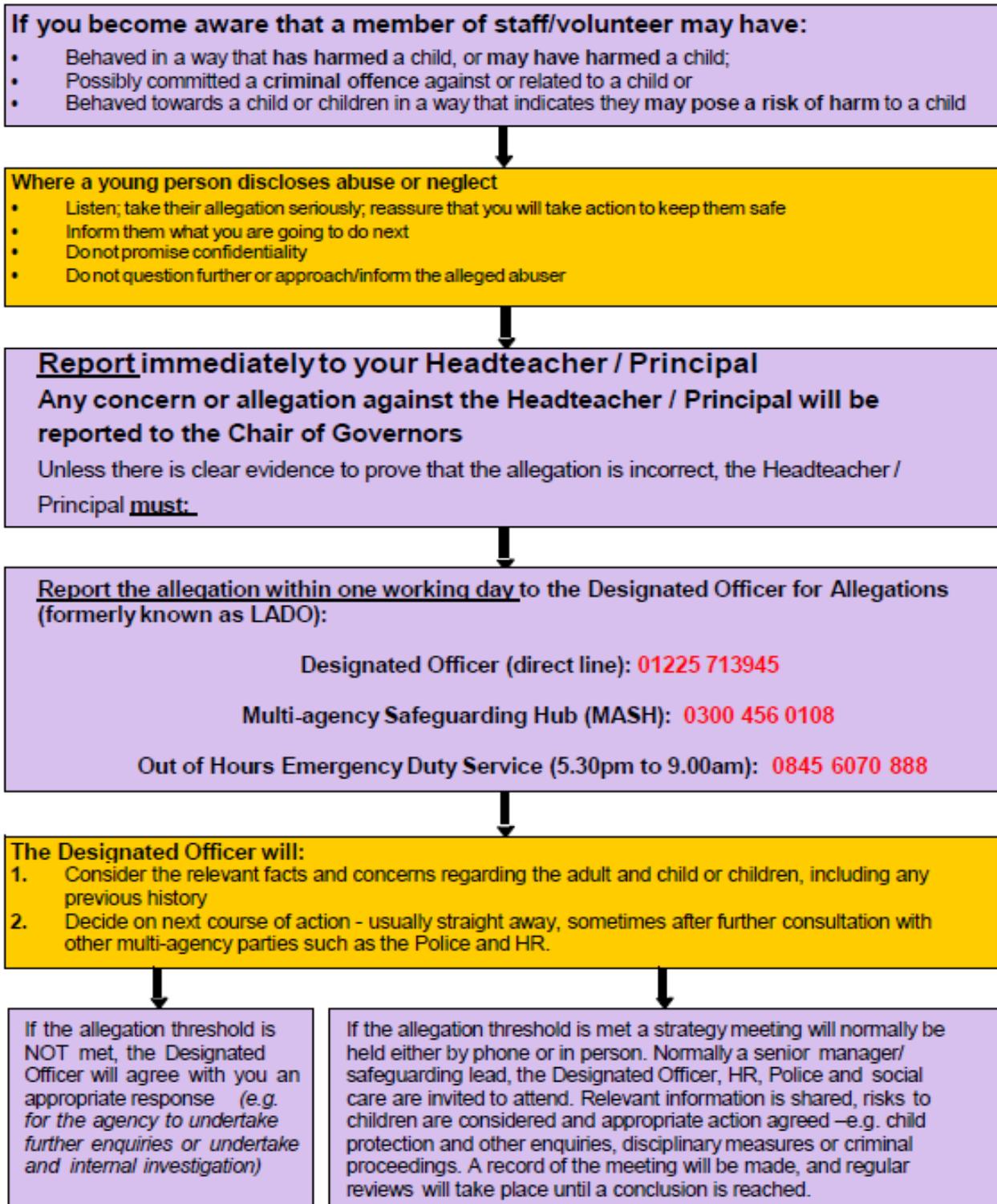
Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

ALLEGATIONS AGAINST ADULTS - Risk of harm to children
GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirescb.org

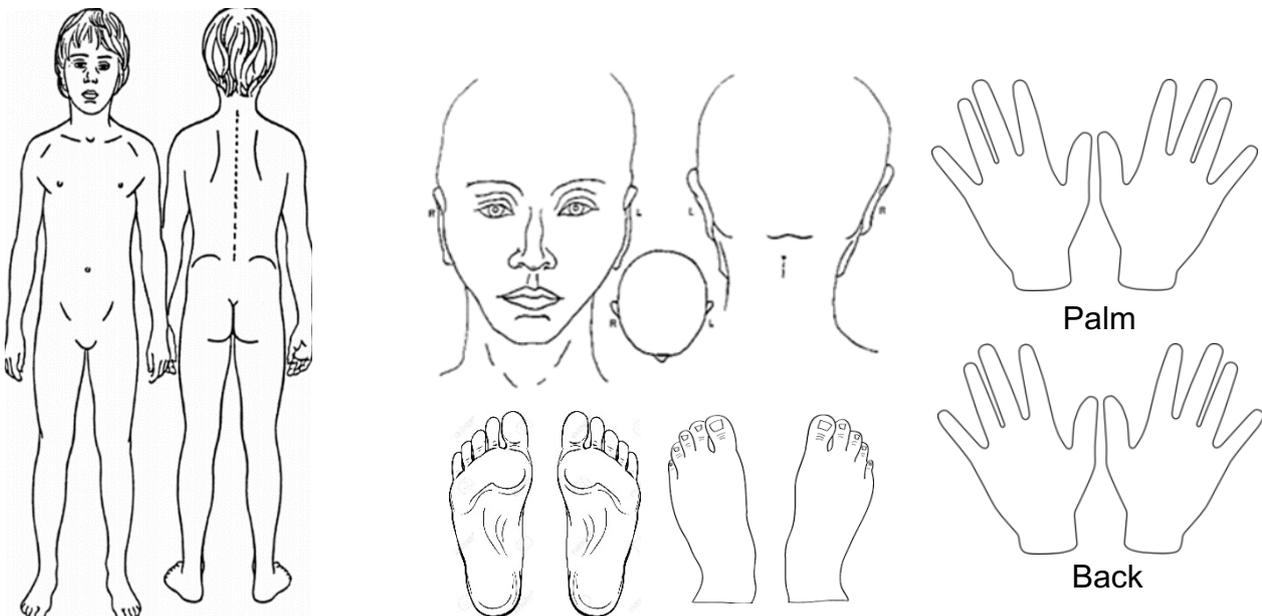
Concern Form Part A

Part A is to be completed by the adult who first has a concern and reported to the Designated Safeguarding Lead (DSL) without delay
The DSL will complete **Part B**

Child's name			
Date of birth			
Address			
Name of member of staff reporting the concern	PRINT NAME		
	Signature		
Role			
Date DD/MM/YYYY		Time	

Concern- Use the body- map below to show any marks or injuries.		
Additional form used?	Yes / No	Page of

Children must not be undressed or photographs taken of any marks or injuries



Concern Form Part B

To be completed by the school's Designated Safeguarding Lead (D/DSL)

Child's status with Early Help or Children's Social Care. Tick and add name where known at time of initial report.				
None	CAF	Child in Need	Child Protection Plan	Previous social care involvement
Name of allocated worker				

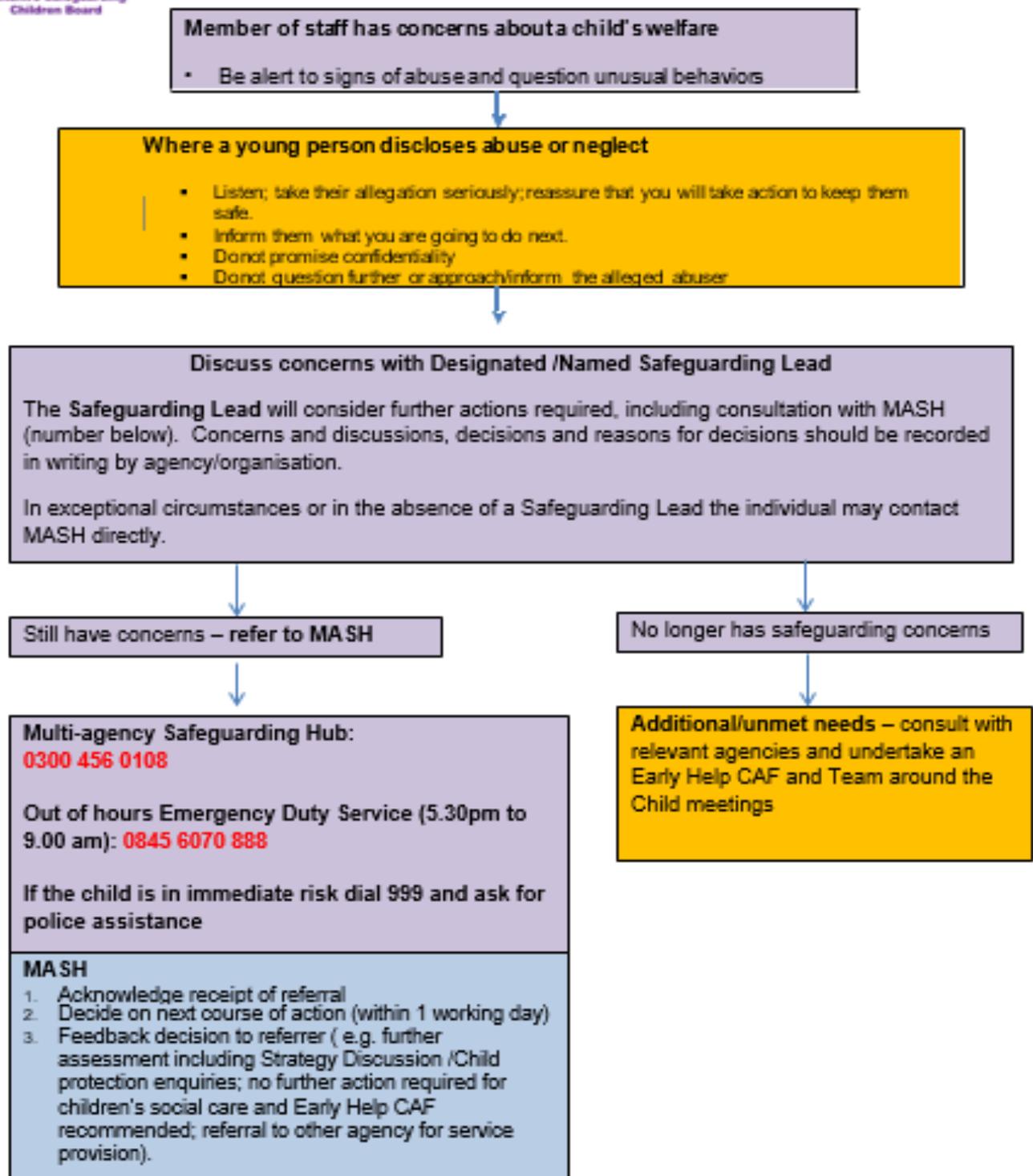
Name of D/DSL reviewing the concern			
Name of person taking actions	Actions – include whether concerns were shared with parents/carers, MASH and if not outline reasons why	Date	

Feedback given to person who raised the concern?		Y / N
Feedback given by		Date

Appendix 4



What to do if you are worried a child is being abused and neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), www.wiltshirescb.org

Updated January 2018

Appendix 5

PROTOCOL FOR CHILDREN NOT COLLECTED FROM SCHOOL

The school will ensure that before a child starts school details of the child i.e. date of birth, address, address of both parents, and their contact details, who has parental responsibility for the child etc. are obtained. It is also important that details of the child's emergency contacts are sought. Parents are reminded, on a regular basis, to inform the school of changes to any of these details.

Children Not Collected from School

This protocol should be followed on those occasions where a child has not been collected from school at the end of the day and it has not proved possible to contact the parent(s)/carer(s) or the emergency contact person for the child. These situations are time consuming for the school and can be upsetting for the child, but in the majority of cases the child is collected albeit late from school.

Where children are collected late from school on a regular basis, then the school will make a referral to the Wiltshire Children's Social Care and the matter followed up with the parent(s)/carer(s). This protocol is not to be used to threaten or punish parents who are habitually late in collecting their children.

However, there will be the occasions when parents/carers fail to collect a child due to an accident, illness or other emergency which will result in the child not being able to go home at the end of the day. On these occasions, it is important that a protocol is available which will enable the child to be looked after in a safe and welcoming environment.

The guiding principle in dealing with any situation in which a child is not collected from school must be to minimise distress to the child and for him or her to remain in familiar surroundings and/or with familiar people for as long as possible.

Protocol – for Schools

1. If a child has not been collected, the school should make every possible attempt to contact the parent(s)/carer(s). The child may well be able to indicate if something out of the ordinary has happened at home (e.g. parental illness or absence). On some occasions another parent may offer to take a child home with them. Schools should never release a child into the care of another adult without the consent of the parent(s)/ carer(s). Neither should members of staff take, or drive, children to their home or to the home of the child(ren).
2. Initial attempt to contact parents/carers should be made when 15 minutes have elapsed after school closing time. If a child was expected to be collected at 3.15pm the child will attend After School Club. After 30 minutes have elapsed contact with all emergency numbers supplied by the family should be attempted.
3. If no contact has been made and no one has arrived to collect the child when one hour after school closing time (School Closes at 4.15pm) has elapsed, then the school should contact Children's Social Care on 0300 456 0108 if still within Office hours or on by contacting the Emergency Duty Team on 0845 6070 888 and provide name, date of birth and address of the child; the names of the parents/carers and their contact numbers plus any other relevant information regarding the child and their family.
4. The Duty Social Worker will make arrangements for the child until the parent(s)/carer(s) can be traced. Staff will wait with the child in school until the social worker arrives, or, is further advised by the Duty Social Worker.
5. A child will never be sent to an off-site after - school club/play centre (unless arrangements have previously been made with all parties) if the parent(s)/carer(s) has not arrived. It is the responsibility of the school to follow these procedures in order to contact the parent. After - school clubs/play centres have their own procedures for uncollected children.
6. These arrangements can also be implemented in the following circumstances:

- Where a parent does not arrive to collect the child and no contact can be made because the telephone numbers (including any emergency numbers) provided by the parent/carer have been cut off or are unobtainable.
- Where the person calling to collect the child is not considered an appropriate adult, eg is under age, appears intoxicated, and it has not been possible to contact the parent/carer or the emergency contact.

7. Once the child is in the care of Social Care, they will take the responsibility for tracing the parent(s)/carer(s).

Children transported to and from school arranged by the Local Authority

If a child is taken to and from school by transport arranged by the Local Authority and no one is home to meet the child then the driver/escort will ring the Local Authority Transport Team. Calls will then be made to the contact numbers provided by the parents/carers. If no contact can be made the Transport Team will ring Children's Social Care, with all the child's details. The Duty Social Worker will arrange for the child to be cared for. The driver/escort will stay with the child until the social worker arrives.

INFORMATION FOR PARENTS/CARERS

You should ensure that the school is always kept up-to-date of changes to your telephone numbers or the details of your nominated emergency contacts . It is important that you make every effort to collect your child(ren) on time.

If something happens which may mean you will be late to pick up your child:

- You should always try and contact the school and make arrangements for your child to be looked after by a friend or neighbours.
- Schools will not allow your child to go home with someone other than you nor will they send your child to an offsite after-school club or play centre unless you have given explicit permission.
- If you are not able to contact the school they will try and contact you or the emergency contact you have provided.

If the school cannot contact anyone, they will make every effort to reassure your child and keep him/her in a friendly and familiar place until you arrive. If no one has come by one hour after the school closing time (School Closes at 4.15pm to children) and no contact has been made, the school will contact the Local Authority's Children's Social Care Team. The Duty Social Worker will arrange for your child to be looked after until you are traced. This may mean your child is looked after by a foster carer. Placement with a foster carer will be an informal arrangement until 10 pm but after that time the child will be formally accommodated under Section 20 of the Children Act.

If your child is provided with transport to and from school please ensure that you, or a responsible adult, are at home to meet them. If no one is home the driver/escort will contact the Local Authority who will try ringing the contact numbers provided by you. If no one can be contacted the Children's Social Care Team will be called and the Duty Social worker will make arrangements for your child to be looked after by a foster carer.

A note will be left on the school door/gate telling you who to contact to find out where your child is. The Police Child Abuse Investigation Team will be notified if Children's Social Care places the child with a foster carer.

We hope this information reassures you that your child will be kept safe. Please do not hesitate to contact the school if you have any queries about the procedures to be followed.

NOTE: Parents who are regularly late to collect their children from school will be referred to the Education Welfare Service who will arrange a meeting to discuss any difficulties you may be having in getting to school on time.