



## **RAINE'S FOUNDATION SCHOOL**

A Voluntary Aided Church of England School

Approach Road, London, E2 9LY

Tel: 020 8981 1231 Fax: 020 8983 0153

E-mail: [success@rainesfoundation.org.uk](mailto:success@rainesfoundation.org.uk)

Website: [www.rainesfoundation.org.uk](http://www.rainesfoundation.org.uk)

Headteacher: Rob Hullett

# **POLICY ON CHILD PROTECTION AND SAFEGUARDING**

DCPP- Garry Lyle (Emma Omo-Bare and Alison Deady)

DCPG –Jane Connolly

### **Change History**

Date	What changed	Committee Date Approved
March 2016	Full Review	
August 2016	Full review following KCSE updates	
January 2017	Full review following presentation to Governors	
April 2018	DSL Name changes	
Derivation	DFE Guidelines	
Revision Policy	Annually	

At Raine's Foundation School we recognise that clear lines of communication with trusted adults will provide the basis for a secure Child Protection Policy.

The school will establish systems and structures which protect and support students throughout their time with us.

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# **POLICY ON CHILD PROTECTION AND SAFEGUARDING**

The school is KCSE compliant and all staff have read and understood the current guidance. All staff are asked to sign and date that they have read and understood this document.

## **Safeguarding**

Safeguarding is defined as:

- Protecting children from maltreatment, abuse or neglect;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

## **Child Protection in Practice**

Raine's Foundation School will:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Ensure that children know that there are adults in the school who they can approach if they are worried, or are in difficulty
- Include in the curriculum activities and opportunities which equip children with the skills they need to remain safe from abuse
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- Ensure that the vetting procedure for all staff is secure.
- Adopt the attitude that 'It could happen here'

## **Roles and Responsibilities**

All adults working with, or on behalf of children, have a responsibility to protect them. There are, however, key people within the school who have specific responsibilities under Child Protection procedures:

### *The Governing Body*

The Governors should ensure that:

- The school has a Child Protection Policy which is reviewed every year, is referred to in the school prospectus, and conforms to LA policy and guidance
- Any deficiencies or weaknesses, in regard to Child Protection arrangements, are brought to the attention of the governing body and remedied without delay
- A member of the governing body is nominated to be responsible for liaising with the LA, in the event of allegations of abuse being made against the Headteacher

### *The Headteacher*

The Headteacher should ensure that:

- A senior person is designated as taking lead responsibility for Child Protection
- Child Protection procedures, in line with the school and LA policy, are in place and followed by all staff and volunteers
- Procedures for dealing with allegations of abuse against members of staff are in accordance with LA guidelines and that all staff are aware of them. All schools have a duty to contact the LA within one working day of the allegation being disclosed or reported after having made some initial enquiries to ascertain whether the matter is demonstrably false.
- Safe recruitment practices are undertaken that provide for appropriate checks in respect of all new staff and volunteers
- Child protection training is included in all induction procedures (evidence can be provided)

### *The Designated Teacher (Child Protection, Prevent Officer and named person for LAC)*

This member of staff, Garry Lyle, is designated to take lead responsibility for Child Protection, including:

- There are currently two colleagues that work with the DSL and form the Safeguarding team. They are Emma Omo-Bare and Alison Deady
- Acting as a source of advice, support and expertise within the school on Child Protection and Prevent matters
- Ensuring all members of staff have Child Protection and Prevent training relevant to their needs
- Ensuring all members of the school staff, volunteers and parents see copies of the Child Protection policy
- Liaising with the Headteacher to inform him of ongoing investigations and issues
- Making referrals where appropriate
- Liaising with social services and parents
- Representing the school at inter-agency meetings
- Keeping detailed and secure written records of referrals/concerns
- When pupils leave the school roll, ensuring their child protection file is transferred
- Updating and reviewing the Child Protection policy annually
- Ensuring Parents and Carers are made aware of the policy and procedures
- Attending relevant refresher courses
- The school routinely contacts social services about every child that is excluded who is subject to a Child protection plan
- Meetings with DCPG
- Ensure all paperwork for our LAC from all Boroughs is in place and all meetings are attended. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The designated safeguarding lead is the designated teacher for looked after children and has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Following KCSE May 2016 there are now new aspects to this role. These are:

- The DSL must have the role specified in their job description
- The DSL should not delegate this responsibility
- Training is every two years but there must be an update annually

## **Procedures**

All staff will follow the standard procedures. If a member of staff believes a child may be in need then they must:

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child
- Write down what they have been told or seen (following, not during, any disclosure). Do not add any opinions or interpretations.
- Explain that they can listen to them, but if they are in danger of harm then the information must be passed on. You cannot keep a secret.
- Ask simple, open ended questions and encourage the pupil to talk
- Check that you have understood correctly what the pupil is trying to tell you
- At the end of the conversation tell the pupil that you will need to pass this onto the Child protection officer
- Act promptly and ensure all Child Protection concerns are reported to Garry Lyle within the hour, the concerns must be written down and passed on either in person or by email to the DCP. In the absence of Garry Lyle, Emma Omo-Bare or Alison Deady must be informed
- These procedures are the same if the allegation is against another pupil. e.g. Child on child abuse. If the allegation is concerned with Bullying then please consult the Anti-Bullying Policy

Staff must not:

- Make assumptions –they must keep an open mind
- Ask leading questions or cross examine a pupil
- Physically examine a pupil
- Promise to keep secrets

All staff must be aware of the early help process. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment

Parents will be made aware of the school's responsibilities under the Child Protection procedures by inclusion of this information in policies circulated to parents.

Parents should understand that the school has the right to refer cases to Children's Social care without first informing them.

## **Definitions and Indicators of Abuse**

### **1. Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers) or
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school or
- The child is left at home alone or with inappropriate carers

## 2. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying or
- Isolation from peers

## 3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The

activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse

#### 4. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing

#### **Training**

The school will ensure that the Nominated Governor, the Headteacher and the Designated Teacher receive relevant training to their role.

The DSL and the safeguarding team will attend training annually to keep up to date with developments

All new staff will receive Child Protection, safeguarding and Prevent training as part of their Induction training. In addition there will be annual training provided each September. Arrangements will be made for staff joining the school during the year. In addition to this training all staff will receive updates via email and staff meetings as required

The school is KCSE compliant and all staff have read and understood the current guidance. All staff are asked to sign and date that they have read and understood this document

### **Professional Confidentiality**

Confidentiality is an important issue within the context of Child Protection. Its purpose is to benefit the child. The Headteacher and Designated Teacher will only pass on information on specific children to other staff on a strictly need-to-know basis. These staff are expected to keep such information confidential.

However, the school has a responsibility to share relevant information about Child protection with the designated agencies. E.g. Children Social Care (Policy on Confidentiality No 26).

### **Record keeping and the monitoring of concerns**

#### *Record Keeping*

The school has clear procedures to record any concerns held about pupils, to update these records and pass them over to other agencies when necessary. Child protection records are not held within the pupils' main file, but are kept securely by the Designated Teacher. The Designated teacher will update the central CP records at the end of each day without fail.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

#### *Monitoring*

The overall responsibility for monitoring pupils, for whom there is a concern, rests with the Designated Teacher. However, other staff may be involved, especially Heads of Learning.

### **The Prevent agenda**

This advice is in line with the Anti-terrorism act July 2015.

At Raine's, the Prevent agenda has a high profile. It is important that all teachers do 'not undermine fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs'. Raine's Foundation school views protection from radicalisation and extremist narratives as a safeguarding issue. Strategies used to ensure this include:

- The Governor responsible for Child Protection, Jane Connolly, leads on ensuring Prevent issues are being addressed



- A Curriculum and Pastoral map is in place to show exactly where British values are embedded in our curriculum. This is regularly updated and aims to embed issues rather than rely on one off events
- Regular whole staff training on the key issues and procedures to follow if a pupil is considered to be potentially at risk. All staff are encouraged to engage with and not shut down conversations. The Prevent agenda will be addressed in the induction of new staff. Training will be revisited regularly and will not be a one off event
- HOL training has been run to clarify the five strands to prevent Extremism, why a young person may be involved in Extremism, and ways of recognising Extremism
- All Parents or Carers have been given advice regarding Prevent issues and this is displayed on the school website
- All staff are regularly informed to report Prevent concern in the same way as a Child Protection concern. Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm
- All school trips are risk assessed and a senior member of staff, Garry Lyle, will ensure that the trip is appropriate
- All visitors to the school must be appropriate, adhere to the school values and promote community cohesion. All staff are clear that they are responsible for visitors and must ensure the relevant checks are made. It is important to ‘google’ the person and speak to the organisation they are from’ before a visitor can work, with or speak to our pupils. All visitors must be supervised when working with our pupils. All visitors must complete the ‘Visitor Planning’ proforma and ensure they sign the Code of Conduct for Visitors (See appendix A and B).
- If there are any doubts about a speaker visiting the school then the school will seek advice from the LA Prevent lead, Tom Llewellyn-Jones or the Police in advance of the visit.
- The school will monitor the use of any clubs or groups using the premises or facilities by completing the ‘Visitor Planning’ proforma and ensuring they sign the Code of Conduct for Visitors (See appendix A and B). This will be the responsibility of the Trust who let out the premises.
- Critical risk factors include:
  - Being in contact with extremist recruiters
  - Accessing violent extremist websites, especially those with a social networking element
  - Possessing or accessing violent extremist literature
  - Using extremist narratives and a global ideology to explain personal disadvantage
  - Justifying the use of violence to solve societal issues
  - Joining or seeking to join extremist organisations
  - Significant changes to appearance and/or behaviour
  - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## **Child Sexual Exploitation**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology
- Having unexplained contact with hotels, taxi companies or fast food outlets
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Suffering from changes in emotional well-being
- Misusing drugs and alcohol

## **Female Genital Mutilation (FGM)**

This advice is in line with the new duty to report. KCSE May 2016 clearly states that if a member of staff discovers an act of FGM then it must be reported to the police

Female Genital Mutilation, sometimes known as female circumcision, is defined as any procedure involving partial or total removal of the external female genitalia, and/or injury to the female genital organs for cultural or other non-therapeutic reason.

The roots of FGM are complex and numerous; indeed, it has not been possible to determine when or where the tradition of FGM originated. The justifications for the practice are numerous, and include:

- Custom and tradition
- Religion
- Preservation of chastity/virginity
- Social acceptance, especially for marriage
- Hygiene and cleanliness
- Increasing sexual pleasure for the male
- Family honour
- A sense of belonging to the group and the fear of social exclusion
- Enhancing fertility

The majority of FGM is carried out in twenty-eight African countries. In some countries, e.g. Egypt, Ethiopia, Somalia and Sudan, prevalence rates can be as high as 98%. In other countries, such as Nigeria, Kenya, Togo and Senegal, the prevalence rates vary between 20 to 50%. Outside Africa, FGM is practised in some parts of the Middle East, Indonesia, Malaysia and Pakistan. As a result of migration of FGM practising communities, FGM is increasingly found in Europe, Australia, Canada and the USA. In the UK, there are significant numbers of girls from FGM practising communities who have either suffered from FGM, or at risk of suffering FGM.

There are four different types of FGM, ranging in severity, but all types of FGM are harmful both physically and psychologically for the girl or woman. Short term effects include:

- Extreme pain
- Shock
- Bleeding
- Broken and dislocated bones
- Injury to adjacent tissue
- Infection and sepsis
- Possible death

Long term effects include:

- Infections
- Bleeding due to repeated de-infibulations
- Recurrent urinary tract infections
- Pelvic inflammatory disease
- Problems passing urine/menstrual blood
- Extreme period pain
- Cysts at site of the FGM
- Problems with infertility

The psychological effects of the practice are poorly researched but include the immediate feelings of shock, fear and panic, and disbelief that their loved ones could allow this to happen to them. Afterwards girls may feel betrayal and display symptoms of post-traumatic stress disorder and may experience genital phobia. FGM is recognised by the United Nations as a violation of the human rights of girls and women. It is illegal in the UK and it is child abuse. The Female Genital Mutilation Act 2003 was enacted to strengthen the law in respect of FGM in England, Ireland and Wales. The 2003 FGM Act brought in extra protection for any girl who is a UK national or UK permanent resident, not only in the UK, but also anywhere in the world. The 2003 legislation also increased the penalty for the performance of FGM or 'aiding, abetting or counselling to procure' FGM to 14 years imprisonment or a fine or both.

Indicators that FGM is to take place:

- Family from an affected community
- Extended holiday
- Sudden withdrawal from school
- Girl is going to have a 'special celebration or ceremony'

Indicators that FGM has occurred:

- The girl may have prolonged absences from school
- Asking to be excused from PE
- Finding it difficult to sit still
- Spending a long time on toilet breaks

## **Missing children and Safeguarding children who are vulnerable to Forced marriage or Trafficking**

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Raine's Foundation School has an admission register and an attendance register. All pupils must be placed on both registers and Raine's Foundation School will inform the LA of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school
- have been permanently excluded.

Raine's Foundation School will inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

### **So-called 'Honour based' violence (HBV)**

So called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family or the community, including FGM, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse, regardless of the motivation. Incidents should be treated as a Child protection concern and reported to the DSL within the hour

### **Self-Harm and risk factors associated with Self-harm**

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body. It includes cutting, overdosing (self-poisoning), hitting, burning or scalding, pulling hair, picking or scratching skin, self-asphyxiation, ingesting toxic substances, swallowing inedible objects, fracturing bones.

Some students harm themselves in less obvious but still serious ways such as taking drugs, having unsafe sex or binge drinking. Some simply starve themselves.

Self-harm is NOT attention seeking. Self-harm is a way to communicate emotional distress. Self-harm is a behaviour and it is one way of communicating high levels of distress or seeking help for unmet needs.

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

- Mental health problems such as depression or anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Depression, suicide or self-harm in the family

- Family conflict (periods in Local authority care, parental separation)
- On-going family relationship problems
- Family circumstances (parental criminality / poverty / step children /single parents / more than 5 children in the family)
- Past or present physical or sexual abuse
- Unreasonable expectations
- Difficulty in making relationships/loneliness
- Bullying, including cyberbullying and homophobic bullying

It is important to recognise that none of these risk factors may appear to be present. Sometimes it is the outwardly happy, high achieving person with a seemingly stable background who is suffering internally and hurting themselves in order to cope.

### **Peer on Peer abuse**

Raine’s Foundation school recognises that Peer on peer abuse should not be tolerated or passed off as ‘Banter’ or ‘Part of growing up’. Please see the Anti-bullying policy for more detail

### **Supporting Pupils vulnerable to Child protection and Safeguarding concerns**

Issues include:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying (See Anti-bullying policy)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering

- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

This school will support pupils and plan intervention through:

- the curriculum to encourage self-esteem and self-motivation
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued. Young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- the implementation of School Behaviour Management Policies
- regular liaison with other professionals and agencies who support the pupils and their families such as SIP, CAMHS, Social care, Norman Grove outreach team, YOT workers, and ‘Strengthening families’ representatives
- planned intervention such as 1-1 mentoring, support from the police liaison officer, referral to positive activities in and out of school, attendance support and advice on cyber safety
- the school will plan intervention to prevent issues. Activities may include open discussion and debate of issues in a supportive setting, anti-bullying work, rewarding positive behavior, pastoral support and encouragement to get involved in positive out of school activities such as ‘Greenhouse’ and ‘Think Forward’
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child’s interests to do so
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in Child protection situations.
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary
- Our school brings in experts and uses specialist material to support the work we do.

### **Challenging safeguarding procedures**

All staff must feel confident and know how to challenge senior staff and leaders in relation to safeguarding practice. Details of this procedure are found in the ‘Whistleblowing Policy’. Any concerns can be raised via the new national whistleblowing helpline 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The Local Authority Designated Officer, LADO, is James Gilley

Appendix A

## Visitor Planning

This must be completed for all visits to the school by external visitors and returned to the Headteacher prior to the visit taking place

Visit planned by:	Year group(s) to be involved:
Purpose of the visit, including curriculum links:	
Visitor:	Organisation name & address:

Checks carried out by:			
Check	Carried out: Yes/No/NA <small>(if no/na give reasons)</small>	Details of any issues raised:	Action to be taken
DBS clearance			
‘Google’ search			
Review of organisation website			
Discussion with organisation			
References from other schools			
Insurance certificate			
Details of professional qualifications <small>(e.g. sport coaching certificates)</small>			

Visitor information: <small>The following information should be provided to all visitors to the school</small>	Provided: Yes/No/NA <small>(if NA give reasons)</small>	Action to be taken
Code of Conduct policy for visitors		
Child Protection information sheet		
Behaviour policy		
Fire evacuation procedures		
First Aid		

Signed copy of ‘Code of Conduct for Visitors’ received      Yes/No      (attach copy)

Signed: ..... (member of staff)

Signed: ..... (Headteacher)

## **Preventing Extremism and Radicalisation Code of Conduct for Visitors to Raine’s Foundation School**

We welcome all parents and visitors to Raine’s Foundation School

Visitors to the school are requested to read and understand the following rules and regulations in order to guarantee your time in school runs smoothly.

We ask that you:

- report to the reception desk by the main entrance and sign in
- value and respect different ethnic origins, religions, cultures and languages
- do not promote your own political or religious beliefs
- make any presentations to children or staff available in advance of the visit where possible
- use appropriate language and behaviour with children and adults
- allow teachers and school staff to manage behaviour – a teacher will be present at all times
- sign in and out of the premises
- wear a visitors badge at all times – this will be presented when you sign in
- report any breakages or accidents to the relevant person
- do not engage in physical contact with children unless this is essential to the delivery of the workshop for health and safety reasons and is overseen by a teacher
- discuss, with a teacher, any behavior presented by a child that is a cause for concern
- highlight to all relevant staff any equipment or work in progress that needs to be stored on school premises during the workshop, ideally in advance of the visit and comply with any appropriate arrangements that are made
- switch off any music as you enter the school grounds
- switch mobile phones to silent and do not use them in the classrooms or when working with children
- do not obstruct fire exits – even temporarily
- check with reception where you can unload and park
- never give a pupil a lift in your vehicle
- always use staff toilets and rooms
- avoid wandering around the school
- do not smoke on school premises or when with a group of children
- read the school’s Child Protection Policy and be aware of who the designated teacher for Child Protection is within the school. This is **Garry Lyle, Emma Omo-Bare or Alison Deady** in her absence.

**This has been read and understood:**

**Name:**

**Organisation:**

**Signed:**

**Date:**