

Safeguarding Policy



Grange Valley Primary School

Signed: _____

Date: _____

To be reviewed: October 2015

Governor with curriculum responsibility: Alison Bolton

Designated Person for safeguarding :Mrs Dianne Holcroft

The school recognises its obligation under Section 175 of the Education Act 2002 to promote and safeguard the welfare of all pupils and sees its Safeguarding Policy as fulfilling a key part of this duty.

1.0 INTRODUCTION

1.1 Grange Valley Primary School fully recognises the contribution it makes to Safeguarding.

There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Prevention through the teaching and pastoral support offered to pupils, equipping them with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who may have been abused in accordance with policies and procedures.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- Staff Wellbeing

1.2 Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, Mid-day supervisors, secretaries, technicians as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

2.0 PREVENTION

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

2.1 In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their

decisions on others. We also teach them how to recognise different risks in different situation, and how to behave in response to them.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b) Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) Include in the curriculum, activities and opportunities for Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. Teach child the aspects outlined in ***Every Child Matters***.

3.0 PROCEDURES

3.1 We will follow the procedures and guidelines set out by the St.Helens Safeguarding Children Board

3.2 The school will:

- a) Ensure it has a Designated Senior Person for Safeguarding and a deputy and that they will have undertaken the training course provided by the LA as a minimum;
- b) Recognise the key role of the designated senior persons and arrange all necessary support and training;
- c) Ensure every member of staff and every governor knows:
 - The name of the designated persons and their role. They are:
Mrs Dianne Holcroft – Designated person
Mrs Carol Threlkeld – Deputy Designated person
Mrs Catherine Mavers – SENCo Designated Person
Mrs Alison Bolton – Governor Responsible

- That they have an individual responsibility for referring safeguarding concerns using the proper channels. This responsibility is outlined in the Safeguarding Awareness document, which is issued to all staff. (See Appendix 1)
- d) Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse, referring any concerns to the designated person for Safeguarding;
- e) 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 and in the Home/School Agreement;

(Note: The DfES guidance 'Safeguarding Children in Education' states that "All parents need to understand that schools...have a duty to safeguard and promote the welfare of children who are their pupils..., that this responsibility necessitates a safeguarding policy and procedures...It may be helpful to include a reference to this in the establishment's prospectus or other information provided to parents and pupils... Point 38 Page 29 ".)

- f) Provide refresher training for all staff every three years and induction training (including issuing the Safeguarding Awareness document) for new staff so that they know (i) their personal responsibility, (ii) the local procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a child who tells of abuse;
- g) Report any safeguarding incidents to Governors termly via the Headteacher's Report. This will include any racist or bullying incidents;
- h) Upload the Safeguarding Policy onto the School Website;
- i) Notify the local Social Services team if:
 - It should have to exclude a pupil on the safeguarding register either for a fixed term or permanently;
 - There is an unexplained absence of a pupil on the safeguarding register of more than two days duration from school (or one day following a weekend);
- j) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core groups and safeguarding review conferences;

- k) Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- l) Ensure all records are kept secure and in locked locations;
- m) Adhere to the procedures set out by St. Helens Safeguarding Board when an allegation is made against a member of staff or volunteer;
- n) Employ robust and secure recruitment and selection procedures, which are always mindful of protecting children from unsuitable people (See section 6);
- o) Seek guidance from the Governing Body when necessary.
- p) Teach Key Stage 2 children about the dangers of social networking sites (such as Facebook) using the CEOP resources and if they are to use them, how to do this safely.

4.0 SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 We regard all information relating to individual safeguarding issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them. We tell the child that we can't promise confidentiality.

The school will endeavour to support the pupil through:

- a) The content of the curriculum to encourage self esteem and self motivation (see section 2)
- b) The school ethos, which:
 - (i) Promotes a positive, supportive and secure environment
 - (ii) Gives pupils a sense of being valued (see section 2)
 - (iii) Applies the principles of ***Every Child Matters***

- c) The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse, which has occurred.
- d) Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- e) Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

4.4 When a pupil on the safeguarding register leaves, we will transfer information to the new school immediately and inform Social Services.

Bullying

4.5 Our policy on bullying is set out in a separate section within the Staff Handbook and is reviewed annually by the governing body. Please read the Anti-Bullying Policy in conjunction with this policy.

4.6 Physical Intervention

Our policy on staff conduct including physical intervention and the management of allegations made against staff is set out in a separate section within the Staff Handbook and is reviewed annually by the governing body. All staff have been trained in the 'Teamteach' approach of physical intervention.

Children with Statements of Special Educational Needs

4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

Looked After Children

4.8 For looked after children, there is dual registration with Social Care. Social Care must therefore also be involved if there are any safeguarding concerns with any looked after children.

Staff Wellbeing

- 4.9 School values the wellbeing of all staff. Relevant training and advice will be given where required.

E-Safety / Social Networking

5.0 Social Networking

- The School will block/filter access to social networking sites and newsgroups unless a specific use is approved
- Students will be advised never to give out personal details of any kind which may identify them or their location
- Students should be advised not to place personal photos on any social network space
- Students should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others
- Parents are advised to be fully aware of any social networking sites that children might use at home e.g. (Facebook, Moshi Monsters, Habbo Hotel, Club Penguin) and should monitor children's use of such sites with regard to the advice given above. Where possible

6.0 Safer Recruitment

Recruitment and Selection of Staff

6.1

The school's processes conform to the DCSF Guidance: Safeguarding Children and Safer Recruitment in Education January 2007. If the school is asked to provide references for a member of staff about whom there have been concerns about child protection/inappropriate conduct, then they have a duty to make those concerns known. If they are unsure of how to do this then the school will need to contact HR department. The ISA will also need to be informed.

6.2

The school maintains a "vigilant School" policy by adopting a code of conduct and having an induction process that includes elements on safeguarding. (DCSF have "Guidance for safer working Practice for the protection of children and staff in educational settings").

6.3

On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the CWDC (Children's Workforce Development Council) website or by attending the local authority one day training event (information in the current local authority safeguarding training programme).

POLICY REVIEW DATE

This policy and related procedures will be reviewed in September 2012 and annually in the same month thereafter.

Appendix 1

CHILD PROTECTION SCREENING DOCUMENT

Child Protection: Summary

- Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.
- It is the policy of this school to safeguard the welfare of children and all others involved in the school's activities by protecting them from physical, sexual and emotional harm.
- It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. A Code of Behaviour is included in this document to give positive guidance for all adults. It is essential that all adults follow the Code of Behaviour whether they work with children, young people or adults. Details of the steps to take if abuse is alleged or suspected are also included in this document, although more detailed LEA Child Protection Guidelines are also available to all staff. It is important to remember that school staff are **not** investigating officers.
- If there is an allegation or suspicion of abuse then this must be reported immediately to the Head Teacher, whose responsibility it is to refer to social services/police (who are the investigative agencies). At all times the welfare of the young person is paramount. Swift reporting will enable the investigative agency to give advice and take appropriate action.
- These procedures exist, not to discourage adults from being involved in the life of this school/service, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

Complying to School Child Protection Policy:

- All adults coming into contact with children and young people in this school/service must comply with the Child Protection Policy and Code of Behaviour.
- **As one such person, you are required to sign a copy of this document. By signing, you agree to comply with the policy and follow the Code of Behaviour. The form must be read, discussed, signed and handed to the**

Headteacher or other designated person before you take any duties in this establishment.

- **In all matters of child protection, the welfare and safety of the child is the paramount consideration.**

Procedure

If you suspect that a child/young person is being abused:

- *Immediately tell the Headteacher (Mrs Holcroft) , Deputy Headteacher (Mrs Threlkeld) or Inclusion Manager (Mrs Mavers);*
- *Record the known facts and give them to the above person.*

If a child or young person tells you he/she is being abused:

1. Allow him/her to speak without interruption, accepting what is said;
2. Advise him/her that you will offer support, but that you **MUST** pass information on to the Headteacher *or Inclusion Manager*;
3. Immediately tell the Headteacher *or Inclusion Manager*;
4. Record the facts as you know them, including the account given to you by the young person and give a copy to the Headteacher *or Inclusion Manager*.

If you receive an allegation about any adult or about yourself:

1. Immediately tell the Headteacher *or Inclusion Manager*;
2. Record the facts as you know them and give a copy to the Headteacher *or Inclusion Manager*.

You must refer. You must NOT investigate.

Code of Behaviour

Do treat everyone with respect.

Do provide an example you wish others to follow.

Do plan activities so that they involve more than one person or at least are in sight or hearing of others.

Do respect a young person's right to personal privacy.

- Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like, and try to provide a caring atmosphere.
- Do** remember that someone else might misinterpret your actions, no matter how well intentioned.
- Do** act as an appropriate adult role model.
- Do not** permit abusive youth/peer activities (eg bullying, ridiculing).
- Do not** play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.
- Do not** jump to conclusions without checking facts.
- Do not** make suggestive remarks/gestures or tell sexist/homophobic 'jokes'.
- Do not** rely on your good name to protect you. It may not be enough.
- Do not** believe it could not happen to you. It could.

Please delete as appropriate

- I am willing to be checked against police and other records.
- I have not incurred any criminal convictions related to, nor have I committed any offences of abuse or causing harm to children and young people, or any other offence which may be relevant to the work which I may undertake in this school / establishment.
- I am not aware of any other investigations, which may have been held, or may currently be in progress, concerning my behaviour towards others.

I have read and understand this document, consent to the appropriate checks being made, and agree to adhere to the Child Protection Policy and follow the Code of Behaviour.

Signed:

HT Sign:

Date:

Date: