

# Spaxton Church of England School

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# Safeguarding Policy

Policy Reviewed	Next Review Due
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## **Safeguarding Policy (Child Protection)**

(To be read alongside our policies on Health, Safety and Welfare, Bullying and Off-site Visits)

### **Introduction**

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The school understands the responsibilities set out under section 175 of the 2002 Education Act to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

This policy draws on guidance for schools set out in: Keeping Children Safe in Education 2014 and Working together to Safeguard Children 2013

### **Definition of safeguarding**

All adults who work with children have a duty to promote their welfare and keep them safe. The Children Act sets out these responsibilities as the requirement to keep children free from maltreatment, to prevent the impairment of children's health and development and to ensure that children grow up in circumstances consistent with the provision of safe and effective care.

### **Aims and objectives**

The aims and objectives of this policy are to ensure that all our staff promote an environment where children can learn in a safe, caring, stimulating and positive atmosphere and context and where their social, physical and moral development is our highest priority. All pupils will know they are valued and their concerns will be taken seriously and addressed by the adults who care for them. We want all children to feel safe and know what to do if they ever have concerns about any aspect of their physical or emotional safety.

In promoting the health and well-being of pupils we aim to help children to become confident, responsible, trustworthy and resilient. We respect our children. The atmosphere is one that encourages all children to do their best by providing opportunities that enable the children to take and make decisions for themselves. We will promote the emotional intelligence of our pupils so that they are aware of their own emotions and the effect their actions have on others.

This policy sets out the roles and responsibilities of all adults who work in or support the school and in so doing provides guidance on how we will make sure our school is a safe and caring place for all our pupils.

We will ensure that the Spaxton School Community works effectively with a wide range of agencies involved in the promotion of the health, wellbeing and safety of children.

This policy will outline the procedures we expect to happen if an incident of concern is identified with any child in our school. It will also set out how adults record and communicate concerns and how we will monitor incidents if and when they occur.

### **Staff Responsibilities and Procedures**

- There is a named person in our school who is the Designated Safeguard Lead (DSL). This is the Headteacher. The Senior Teacher is the deputy lead for Child Protection.
- The Headteacher will also take responsibility for safeguarding in the After School/Breakfast Club

- If any teacher suspects that a child in his/her class may be a victim of abuse, they must immediately inform the Headteacher about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect or of commission.
- Any action that the Designated Safeguard Lead (DSL) takes when dealing with an issue of child protection must be in line with the procedures outlined in the Local Safeguarding Children Boards (LSCBs) guidelines.
- The school's DSL will work closely with the Social Services department and the Local Safeguarding Children Boards (LSCBs) when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.
- If a safeguarding issue arises teachers will give the child the opportunity to talk about what has happened or is happening without questioning the child. A record will be kept of this meeting, which will be signed by the DSL. Their parents will then be contacted and their agreement sought to make a referral to Social Services unless such a discussion would appear to place the child at risk of significant harm (Somerset Direct). The parents' response and any contacts with Social Services will also be recorded and signed.
- If a child protection referral is made, a case conference is held in accordance with LA guidance. This is usually called by Social Services. The case conference offers the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held under the LA guidelines.
- We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We will do our best to keep the child informed at all stages of who is involved, and what information we have given them as far as this is possible.
- We require all adults employed or volunteering in school to obtain an Enhanced Disclosure Certificate through the Criminal Records Bureau in order to ensure that there is no evidence of offences involving children or abuse
- There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children for their own or others safety. The Headteacher requires the adult involved in any such incident to report this to him/her immediately so that this can be logged.
- All adults in the school receive guidance to raise their awareness of abuse and their knowledge of agreed local child protection procedures.

### **Physical restraint**

There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given on the use of force to control or restrain pupils. The headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to record it in the Interventions Book

### **Teaching and Learning**

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 situations, and how to behave in response to them.

We will teach in such a way as to encourage pupils to be able to voice their opinions and develop their own self confidence. We aim to build strong and caring relationships with all pupils. In so doing we hope to provide them with the skills and confidence necessary to voice any worries or bad experiences they have had with any adult working in the school. We will always take seriously any issues of neglect or harm drawn to our attention by any pupil.

We will make sure that all school activities are carried out safely. Whenever appropriate teachers will make risk assessments before activities go ahead. (See our Off-sites policy for more details).

Teachers will make sure pupils are given clear safety instructions whenever they are engaged in activities that have potential risks, such as using an oven or handling science equipment.

## **Confidentiality**

We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out by the LA, with regard to confidentiality. The files we keep on children are open to those children's parents or carers. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but will be summarised and then kept on file. These guidelines are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

## **E-safety**

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

- The school has a responsibility to educate pupils at an appropriate developmental level and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is safe.
- Appropriate photographs are taken of children to capture a curriculum activity or a celebration of school life using school equipment but permission will be sought from parents beforehand. Staff will not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of pupils from this school. An exception to this practice may occur if a named staff is authorised by the Head Teacher to bring their own camera into school without a memory card. Any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.
- Staff will not communicate with pupils on educational matters through private email accounts or social networking sites, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school believes it is far safer for staff not to accept either school children or ex-pupils as 'friends'. Great care will be taken if staff make an exception to this guidance and will account to the Head teacher for their decision. e.g. young person is also a family member.
- For further policy issues in relation to E-safety refer to the school's e-safety policy.

## **EYFS**

We recognise that there are practices in the EYFS that need specific attention in regards to safeguarding:

### **Intimate/Personal care**

Children's dignity will be preserved and a level of privacy ensured. The normal process of nappy or underwear changing should not raise child protection concerns. There are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not occur, but we ensure that staff do not leave themselves or children vulnerable and will always work in an open and accessible environment by avoiding private or unobserved secluded situations or closing doors to toilet areas.

### **Behavioural expectations for teachers to ensure children are safe and to ensure false accusations are avoided.**

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them and the 'organisation' must be uppermost in practitioners' minds at all times.

Staff will not:

- use any kind of physical punishment or chastisement such as smacking, hitting or rough handling
- behave in a way that frightens or demeans any child
- use any racist, sexist, discriminatory or offensive language
- engage in rough or physical games, including tickling or horseplay
- let allegations a child makes go unchallenged, unrecorded or ignored

### **Use of mobile technology**

Mobile phones have a place in settings, especially those without a landline, and on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe. To protect children We will:

- only use mobile technology appropriately, and ensure staff have a clear understanding of what constitutes misuse
- ensure the use of a mobile technology does not detract from the quality of supervision and care of children
- ensure all mobile technology use is open to scrutiny
- provide secure storage facilities for the work (labelled) mobile
- store mobile technology in a private and secure whilst staff are on duty
- prohibit staff from using their mobile phones to take pictures of the children attending the setting
- ask visitors either to turn their mobile phones off before viewing the setting
- ensure the use of mobile phones on outings is included as part of the risk assessment; for example, how to keep personal numbers that may be stored on the phone safe

### **Cameras: photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure the setting's designated camera is only used in the setting (excluding childminders)
- ensure images taken on the setting's camera will not be emailed as it may not be secure.
- ensure parents and carers are not permitted to take photographs of the children in the setting unless prior consent has been obtained by the manager for example for a special event, such as a Christmas play
- ensure that if photographs or videos of children are to be taken in the setting, the setting's own equipment will be used
- ensure all cameras used are open to scrutiny

## **Children who may be particularly vulnerable**

To ensure that all children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- do not have English as a first language

## **Staff recruitment and continuing professional development**

The DSL needs to have regular training and development opportunities so their skill and competence level remains high. They should also attend multi-agency training so that our school maintains effective working relationships with all other agencies.

All adults in the school receive regular training to raise their awareness of safeguarding issues, and to improve their knowledge of safeguarding procedures that have been agreed by the local Safeguarding Board. The maximum period of time before refresher training takes place is three years.

We will do all we can to ensure that all those working with children in our school are suitable to do so. We follow the guidelines of the safer recruitment procedures. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as the mandatory checks from The Independent Safeguarding Authority (ISA) Children's Barred list and CRB checks.

## **FURTHER RISKS TO SAFEGUARD CHILDREN AND YOUNG PEOPLE**

**Child Sexual Exploitation Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly „consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Further information on Female Genital Mutilation Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If a girl / young woman is thought to be at risk of FGM, workers should be aware of the need to act quickly - before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure. An interpreter must be used in all interviews with the family if their preferred language is not English. The interpreter must be female.

Strategy Meeting / Discussion- Once a referral has been received for either a girl who is at risk or has undergone FGM, a Strategy Meeting / Discussion must be convened within two working days. This should involve representatives from the police, Children's Social Care Services, and education. Relevant health care providers or voluntary / community / faith organizations with specific expertise (for example FGM, domestic violence and / or sexual abuse) should also be invited. The age of the child and their understanding of language will be taken into consideration in such a meeting. They may require a mentor.

Consideration should also be given to inviting a legal advisor. The Strategy Meeting / Discussion must first establish if the parents and/or girl have had access to information about the harmful aspects of FGM. If not, the parents or girl should be offered the opportunity of educational / preventative programmes according to her age before any further action is considered.

Every attempt should be made to work with parents on a voluntary basis to prevent abuse of FGM occurring. The investigating team should ensure that parental co-operation is achieved wherever possible, including the **use** of community organizations and / or community leaders to facilitate the work with parents / family. However, if it is not possible to reach an agreement, the first priority is protection of the girl.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

**Preventing Radicalisation - The Counter-Terrorism and Security Act**, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in 7 7 the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Schools and colleges should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology;
- Communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

In Spaxton we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation
- We will build the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet

- As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). Our personal approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. We already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
- We will work in partnership with our LSCB for guidance and support. We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation) We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. We will ensure that our DSL will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff. We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

***The lead for safeguarding has had the 'training for trainers.' Staff will have had the Prevent training given to them by the lead as well as the relevant governors.***

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

### **Allegations against staff**

If an allegation is made, against a member of the school staff (or a volunteer helper), it will always be investigated by the Headteacher or, in the case of the allegation being against the Headteacher, by the chair of the Governing Board. If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the LA on these matters, and comply with national and locally agreed guidance.

### **The Leadership and management of safeguarding**

All members of staff have a part to play in ensuring that our pupils are safe and that their wellbeing is supported. The overall responsibility for safeguarding issues is the Assistant Headteacher although this may be delegated to the Nominated Safeguarding Children's Adviser on a day to day basis.

The DSL officer will have responsibility for maintaining accurate records of all incidents and liaising with external agencies. They will also oversee the training programme for all staff and ensure that staff are kept up to date with all relevant safeguarding policy matters.

The Headteacher will retain responsibility for all matters of staff recruitment and related safeguarding issues such as the appropriate CRB checks and reference documentation is obtained when employing staff. Governors and senior members of staff have undergone accredited training in safer recruiting This will be reviewed regularly.

The governing body will oversee the safeguarding policy and will have a nominated governor responsible for working with the Headteacher and Nominated Safeguarding Adviser on related matters.

### **Monitoring and review**

The governing body will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with safeguarding issues. Governors will regularly monitor and review any incidents detailed in the interventions book, while a named governor participates in the school's training with regard to child protection procedures.

Signed..... Date

(Chair of Governors)

Signed .....Date

(Headteacher)

This policy is reviewed annually by the governing body.