



# Safeguarding Policy



Date	Review Date	Coordinator	Nominated Governor
Sept 2021	Sept 2022	Chair of the Governors	Rachel Bain

<b>Headteacher:</b>	Pamela Acheson	<b>Date:</b>	Sept 2021
<b>Responsible Governor:</b>	Rachel Bain	<b>Date:</b>	Sept 2021

## Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in September 2021. It will be reviewed in September 2022.

The Headteacher will ensure that staff are familiar with and correctly apply the policy.  
The Governors will review the policy annually.

## Relationship to other school policies

- Accessibility and Equality Plan
- Anti-Radicalisation
- Attendance Management
- Behaviour (inc Discipline, Bullying & Exclusion of Pupils)
- Child Protection
- Collecting Children from School
- Complaints Procedure
- Confidentiality
- DBS (Vetting & Barring, Disclosure of Offences)
- Digital Images
- Drugs and substance misuse
- Educational visits
- Epilepsy
- Exclusions
- Fair Processing (freedom of information, publication scheme)
- First aid & medical conditions
- Health & Safety
- Home-School Agreement
- Internet Safety
- Intimate Care
- Keeping Children Safe in Education Statutory Guidance inc Safer Recruitment
- Meeting the Needs of Children
- Parent & Carers Behaviour, Access Restriction
- Playground Supervision
- PSHE
- Physical Restraint
- Sex & Relationships Education
- Staff handbook (guidance on conduct)
- Staff Discipline, Behaviour, Conduct & Grievance Procedures
- Volunteers/Visitors in School
- Whistleblowing
- Work placement (work experience)

## 1. Introduction

The Federation recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we carry out this duty through our teaching and learning, pastoral care, extended school activities and daily site-management. The elements of this policy are prevention, protection and support. Our policy applies to all pupils, staff, parents/carers, governors, volunteers and visitors. It is expected that our children will, at all times, flourish in a safe and stimulating environment; they should feel safe and secure and encouraged to relate to trusted adults. We endeavour to provide activities and opportunities in the PSHE curriculum that will equip our children with the skills they need to stay safe and encourage the development of essential life skills.

This policy will be evaluated (through seeking feedback from stakeholders) and reviewed annually. The policy is published on our school website; parents/carers are informed of its publication via a school newsletter and invited to request a hard copy if they prefer. Awareness of our school's collective responsibility relating to safeguarding is maintained through regular items on our website.

## 2. Procedures

- a. When new staff, volunteers or regular visitors join our school, they are informed of our code of conduct and the safeguarding arrangements in place. New starters are given a copy of our Safeguarding Policy and Child Protection Policy. They are shown the safeguarding/child protection form, given information on how to complete it and who to pass it to. Every new member of staff or volunteer has an induction that includes essential safeguarding information including information relating to the signs and symptoms of abuse, how to manage a disclosure from a child, how to record disclosures, confidentiality. The induction also instructs staff and volunteers of the responsibility to safeguard children at our school. All new staff and governors are required to complete online child protection training. All regular visitors and volunteers to our school are advised of the name of the Designated Safeguarding Lead (DSL) and deputies and advised that the designated person(s) should be used as the first point of contact for concerns and queries relating to any safeguarding concern in our school.
- b. Our schools have a designated safeguarding governor, who acts as a link between the Governing Body and CPO. The Governing Body review safeguarding procedures/practices including access to training through regular monitoring. The Governing Body ensures that sufficient resources are given to carry out the duties, including accessing training. Where safeguarding concerns arise regarding a member of staff, the Local Authority LADO procedures will be followed (further detail is contained in our Child Protection Policy).

### 3. Awareness and Prevention

- c. The government has published statutory guidance “Keeping Children Safe in Education (2019)” and the Federation has used this in reviewing its safeguarding policy.
- d. The definition of Safeguarding Children is:
  - i. Protecting children from maltreatment
  - ii. Preventing impairment of children’s health or development
  - iii. Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
  - iv. Taking action to enable all children to have the best outcomes
- e. We are aware that, because of the day-to-day contact with children, school staff are well placed to observe the outward signs of harm. We therefore work hard to:
  - i. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
  - ii. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - iii. Include, in the curriculum, opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know how to get help.

### 4. Support for pupils who may have suffered abuse or neglect

- f. We are aware that children who are significantly harmed or at risk of significant harm or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in the lives of children at risk. When at school, the behaviour of children at risk may be challenging and defiant or they may be withdrawn. The school endeavours to support children through:
  - i. The content of the curriculum.
  - ii. Supporting the appropriate assessment of their needs.
  - iii. Our schools’ ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued.
  - iv. Our school Behaviour Policy and Anti-Bullying Policy, which are aimed at supporting vulnerable children in our school.
  - v. Liaison with other agencies which support children such as Children and Family Services, Child and Adolescent Mental Health Service, Education Welfare Service and Education Psychology Service.

## 5. Safer staff recruitment and selection

- g. All staff appointments are in compliance with “Keeping Children Safe in Education” (DfE 2019) and operate within the Safer Recruitment Consortium Guidance 2019. Safer recruitment practice involves a commitment to safeguarding and promoting the welfare of children at every stage of the process, including:
  - i. Advertisements:
    - 1. Making explicit the need for DBS enhanced disclosures.
    - 2. Including statements about responsibilities relating to safeguarding in the advertisement, in the job description and person specification.
    - 3. Sending information about the school’s safeguarding policy and practices to candidates.
  - ii. Applications
    - 1. Using the standard NYCC application form (curriculum vitae are not accepted).
    - 2. Including safeguarding responsibilities in the Job Description / Person Specification / Information Pack sent to candidates.
    - 3. Scrutinising and shortlisting applications by the interview panel.
    - 4. Obtaining references prior to interview for shortlisted candidates.
    - 5. Pre-interview checks.
  - iii. Interview:
    - 1. Following up discrepancies/employment gaps etc.
  - iv. Post interview checks.
  - v. Conditional offer of appointment
  - vi. DBS Checks on overseas staff and UK residents who may have worked/resided overseas.
- h. At least one member of the recruitment panel will have completed the accredited safer recruitment training.
- i. Before staff are appointed, pre-employment checks are carried out (see Safer Recruitment Policy). DBS checks are sought in line with statutory guidance. Where it is necessary that a member of staff begins employment whilst his/her DBS is being processed, the Headteacher carries out a full risk assessment on the individual, in consultation with HR.
- j. The relevance of any information on the DBS disclosure is considered and the Headteacher may seek further guidance from HR if there is a cause for concern. Where there is a considered risk, a decision is taken by the Local Authority in consultation with the Headteacher and/or Chair of Governors as to whether to progress the appointment or not.
- k. All new staff in the school receive an induction programme including child protection and safeguarding responsibilities.
- l. All details of all appointments/checks are held in a Single Central Record on the school office network. The Governing Body will work with the Headteacher to ensure that the SCR is maintained and monitored.

- m. The school copies to the HR team all documents relating to the recruitment of staff. The school keeps staff files with a safe recruitment checklist in each.

## **6. Child Protection (see separate policy)**

- n. The Designated Safeguarding Lead is Pamela Acheson and the designated governor responsible for liaising with the local authority and/or partner agencies as appropriate, in the event of allegations being made against the Headteacher is the Chair of Governors
- o. We have a detailed Child Protection Policy, which should be read in conjunction with the Safeguarding Policy. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Specific governors and all staff have had appropriate Child Protection training, which is updated at least every two years.
- p. All concerns regarding children at risk of significant harm are recorded and actioned by the school's DSL unless they involve allegations against adults (other than the Headteacher) working in school, in which case they are dealt with by the Headteacher, (see separate Allegations against Adults working with Children' documents).
- q. We recognise that, statistically, children with behaviour difficulties and disabilities are most vulnerable to abuse. All staff who support these pupils are aware of the need for vigilance for signs of abuse.

## **7. Health and Safety (see separate policy)**

- r. Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school eg on school trips and visits.
- s. The Health and Safety Policy is monitored each term by the relevant committee of the Governing Body. Monitoring checks are carried out regularly. A copy of the policy can be viewed at our school office or on our website.
- t. Any concerns from staff are reported to the Health and Safety Representative who will carry out an initial examination, assessing what remedial action needs to take place and reporting on this.
- u. Each term we hold a fire drill to ensure the practice of efficient evacuation from the buildings. We review the Fire Safety Policy annually and conduct an annual Fire Risk Assessment.
- v. A critical incidents plan details procedures to be followed in the case of emergencies.
- w. Statutory checks are undertaken in line with the "Compliance Monitoring in Council Buildings" (2018) document and LA guidance.

## 8. Risk Assessment

- x. Our Global Risk Assessment is completed annually and information is shared with staff.
- y. Risk assessments are carried out, as necessary, on activities undertaken by staff are part of their role.
- z. Specific risk assessments are in place for outside learning areas.
- aa. A risk assessment is completed for all school trips.
- bb. Risk assessments are completed for events.
- cc. Risk assessments are undertaken for work proposed to be carried out by volunteers from our community.
- dd. Risk assessments are completed for work experience placements and student placements as required.

## 9. First Aid/Medical/Welfare

- ee. We have trained members of staff who administer first aid, including paediatric first aiders. Specific staff are trained in procedures, as necessary, to ensure we meet the needs of pupils with medical conditions.
- ff. First aid kits are situated around school, in both key stage areas, in the staff room, school office and school kitchen. When a child is unwell, or has suffered an accident in school or in the playground, staff follow set procedures:
  - i. A person trained in first aid is consulted: two first aiders are consulted in the case of a potentially serious injury.
  - ii. Accident forms are completed for all accidents/injuries and when an injury results in a child going to hospital the accident/injuries form is copied and sent to the Local Authority.
  - iii. For head injuries, a note to the teacher and parents/carers is issued.
  - iv. Parents/carers are contacted by phone when the injury is a head injury and for any injuries causing concern.
  - v. If there is any doubt at all, a parent/carer is contacted.
- gg. For medical matters of an intimate nature, staff use the utmost sensitivity and always to seek guidance from the Headteacher. In all situations, the parents/carers will be asked to come into school immediately so that they are part of the decision-making process for such matters. In rare circumstances, the appropriate emergency service will be contacted as a matter of urgency before the parent/carer.
- hh. Staff are given clear guidelines relating to intimate care. Intimate care is defined as any personal care that most people usually carry out for themselves. Further detail is contained in our Intimate Care Policy.

- ii. Medicines are only given in line with our policy; prescription only, with dose and frequency detailed on a form signed by parents/carers. Details of the dosage given are recorded by staff. Medicines are kept in a locked cabinet in the school office.
- jj. When staff are unwell or suffer an accident, an Incident Form is completed, and a copy sent to the Local Authority.
- kk. The Accident Book, Incident Forms and Near Miss Forms are monitored for repeat occurrences and these are addressed.

## 10. Site Security

The Federations provide secure sites, which are controlled by precise management directives to which everyone on the sites must adhere. Laxity can cause potential problems with safeguarding. We ensure that:

- ll. Doors are secured to prevent intrusion but to facilitate smooth exit.
- mm. Visitors volunteers etc, only enter through the main entrance and sign in at the office. All visitors wear badges/stickers and staff challenge those without these.
- nn. Children are only allowed to go home with adults with parental responsibility or with an adult who has confirmed permission from a parent/carer.
- oo. Windows and doors are secured when classrooms are empty.
- pp. Children are never allowed to leave school alone during school hours; when collected by an adult, children are signed out.
- qq. Should a child leave the school premises without permission, staff may follow at a distance (depending on the circumstances) having first reported this immediately to the office who will inform the Headteacher or most senior member of staff available. Parents/carers and police will be informed of the circumstances.

## 11. Attendance

- rr. Excellent attendance is expected of all children. When children are absent, parents/carers are expected to conform this absence by 9.30 am. If we do not receive notification, our school has a policy of phoning home to ascertain each child's whereabouts.
- ss. Our school works closely with the Local Authority's Education Welfare Officer whenever a child's attendance and/or punctuality cause concern.
- tt. Attendance rates are collated each term and reported termly to the Local Authority and termly to all parents/carers. Positive measures are in place to encourage children to attend regularly and punctually.
- uu. We are aware that absence can be an indicator of other issues, including those around safeguarding, and act according to procedures in our Child Protection Policy.

## **12. Children missing from school**

vv. The Local Authority as a duty to establish the identities of children missing from education in their area. Our school complies with NYCCs Missing Children procedures. We investigate why children are not in school and report to the Education Welfare Service. Relevant staff are trained in understanding the additional vulnerabilities that missing children may have.

## **13. Confidentiality (see separate policy)**

- ww. We recognise that all matters relating to Child Protection are confidential.
- xx. The Headteacher/DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- yy. All staff are aware that they have a professional responsibility to share information with other agencies, via the DSL, in order to safeguard children.
- zz. All staff are aware that they cannot promise a child to keep secrets.

## **14. Diversity and Equality (see Equality and Cohesion Scheme)**

- aaa. In the Federation we aim to ensure that everyone is treated fairly.
- bbb. All children are given equal access to our schools and curriculum and all are considered equal in our learning partnership, together with their parents/carers.
- ccc. When children have special or additional needs we make arrangements to inform parents/carers and design specific support programmes (see SEN Policy).
- ddd. Our equalities practice extends to all members of our school and wider community.

## **15. Racist Incidents (see Behaviour Policy)**

- a. Our policy on racist incidents is set out in our Behaviour Policy. Repeat racist incidents or a single serious incident may lead to consideration under child protection procedures.
- b. A Racist Incident Log is completed and sent to the Local Authority as required.

## **16. Volunteers and Visitors (see separate policy)**

- a. We ensure that volunteers and visitor working in “regulated activity” have appropriate DBS clearance and are identified on our Single Central Record.
- b. Regular volunteers/visitors undergo an induction, including safeguarding.

- c. Volunteers and visitors who do not have a DBS disclosure will not have unsupervised access to children.
- d. It is ensure that, where possible, DRB/DBS checked adults working with children are visible to other adults/members of staff. Adults are expected to inform another member of staff of their whereabouts in school, who they are with and for how long. We request that doors without clear vision panels should be left open.
- e. Visiting staff including supply staff: It is the responsibility of the employer of the professional personnel visiting school to ensure that their staff have appropriate DRB/DBS checks in place. We request confirmation of staff identify and DBS clearance. All visiting staff will be expected to show ID, sign in and wear a visitor's badge.
- f. People undertaking work on site (eg contractors), who may not have a DBS check as it is not pertinent to their employment, will not have unsupervised access to children. All contractors will be required to sign in and provide identification.
- g. All other visitors to our school will be accompanied at all times by members of staff. The exception to this is when we have events such as Open Day or Sports Day for which separate risk assessments will indicate the level of supervision considered necessary.

## **17. The design of the curriculum and extra-curricular agenda**

- a. The curriculum addresses safeguarding in two ways:
  - i. PSHE, where relevant issues are discussed with all children. Topics include themes such as Drugs, Sex and Relationships, Stranger Danger and E-safety. Children are encouraged to explore and reflect upon these issues.
  - ii. Discussion of safety issues and safe practices taught, such as using equipment properly in PE and Design and Technology.
- b. At all times we ensure appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the EVC/Headteacher.
- c. Visiting speakers are always welcome into our school so that they can share specialist knowledge with our children.
- d. The use of SEAL materials develops resilience and reduces vulnerability. The resource helps to teach social, emotional and behavioural skills to all pupils, helping to raise self-esteem. We believe that children and young people with good self-esteem value and seek to protect themselves and others.
- e. Providers of extra-curricular activities undergo induction and are required to provide relevant qualifications, DBS, photo ID and proof of insurance. Quality of provision is monitored. Provider's details are also recorded on our SCR.

## **18. Behaviour Policy (see separate policy)**

- a. Good behaviour is essential in any community and at The Federation of Grewelthorpe and Fountains CE Primary Schools we have high expectations for this.
- b. All staff follow a consistent policy on behaviour management and are aware of pupils for whom this requires a personalised approach. Our Behaviour Policy details our behaviour management system.

## **19. Physical Intervention (see separate policy)**

- a. Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- b. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **20. Anti-Bullying (see separate policy)**

- a. Our policy on bullying is set out in a separate policy. Staff understand that to allow or condone bullying may lead to consideration under child protection procedures.
- b. Our school's response to bullying is unequivocal. Adults must be informed immediately and action will be taken.
- c. Children are encouraged to tell someone. Although bullying in our school is rare, we always act swiftly with a process of investigation, communication and action. Bullying will not be tolerated.

## **21. E-Safety (see separate policy)**

- a. Children are encouraged to use the internet as much as possible but, at all times, in a safe way. Parents/carers are asked to agree to their child using the internet and their child signs our Rules for Responsible Internet Use.
- b. Pupils are trained to report incoming emails which concern them.
- c. Pupils are never left unattended whilst online. If staff know of misuse, either by staff, children or by people sending incoming emails, the issue is reported to the Headteacher without delay. We have a security system which monitors all electronic documents and communications for inappropriate IT use.
- d. Emails and passwords are known only to those with USO administrator rights (currently Headteacher, ICT Co-ordinator and Office Manager).
- e. Pupils complete an annual internet safety survey and the results of this inform planning for teaching skills needed to stay safe.
- f. Federation of Grewelthorpe and Fountains C of E Primary Schools has appropriate internet security systems in place through Schools ICT.

- g. A school-level internet filtering system is operated by a trained members of Schools ICT.
- h. We operate in compliance with the agreed Acceptable Use Policy.
- i. All staff use encrypted keys if sensitive data is taken off site during the course of their work.

## **22. Videoing and photographing images of children**

- a. We take a sensible, balanced approach to taking photographs and videoing in school and school activities outside the school.
- b. Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of pupils; this includes during field trips.
- c. Pupils are not permitted to use personal digital equipment, including mobile phones and cameras, to record images of pupils, staff and others without advance permission from the Headteacher.
- d. We seek individual permission from parents/carers to photograph/video the individual child for a variety of school issues.
- e. For group activities, permission is sought from all parents/carers. If an individual parent does not agree to the photographing or videoing of their child in the group activity, this may prohibit photographing or videoing the group activity unless it is possible to do without including the specific child in the photographs or video.
- f. Should parents/carers ask to take photographs/videos of school activities (eg productions/concerts), we request permission from those present.
- g. School photographs. videos that are for use outside school (eg on our website/local newspapers) are anonymous unless specific permission has been received from parents/carers.
- h. The EYFS staff should not have personal mobile phones with them in the classroom or outdoor areas. Photographs should be taken on school equipment only and delete after use.

## **23. Whistleblowing (see separate policy)**

- a. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- b. All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- c. Staff are prepared to discuss issues they have raised.

## 24. Working with parents and carers

- a. When new pupils join our school, their parents/carers are informed that we have a safeguarding policy. This is made available to parents/carers should they request a copy and is published on our website.
- b. Parents and carers are informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and informed about what would happen should we have to make a referral to Children's Services.
- c. We believe in working closely with parents/carers and in most cases where we have a concern about a pupil, the parents/carers are informed.

## 25. Record Keeping

- a. We take account of guidance issued by the DfE and ensure that we:
  - i. Keep written records of concerns about children, including where there is no need to refer immediately.
  - ii. Ensure all records are kept securely, separate from the main pupil file.
  - iii. If a child on the child protection list leaves our school, the DSL makes contact with the safeguarding/child protection professional at the following school and the file is forwarded. A duplicate of the file also remains within our own child protection records and stored for 20 years.

<b>Policy:</b>	<b>Safeguarding Policy</b>
<b>Signed Chair of Governors:</b>	<i>R Bain</i>
<b>Date Signed:</b>	<b>September 2021</b>
<b>Governors Meeting Ratified:</b>	<b>September 2021</b>
<b>Review Date:</b>	<b>Autumn 2022</b>
<b>Review schedule</b>	<b>Annually</b>

