



Weston Mill Community Primary School

Safeguarding Policy and Guidance

This School Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school and is an over arching document which demonstrates how everyone working in or for our school service, shares an objective to help keep children safe from harm and abuse.

We aim:

- to ensure that children within our school feel safe at all times
- to ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences attached to their actions
- to ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.
- to ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.

The school pays full regard to current DfE guidance Keeping Children Safe in Education 2015 and The Prevent Duty (2015). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Full and updated information is available from the South West Safeguarding and Child Protection website.

<http://www.swcpp.org.uk/>

Safeguarding (including Child Protection)

Safeguarding is a term used to describe the whole range of policies and procedures required to keep children safe, healthy and well. It fits very well into the Every Child Matters (ECM) outcomes. It starts with the smallest things that all people, working with children, provide and moves up through to the formal parts of Child Protection. All members of staff need to follow policies that support Safeguarding. At least two members of staff need to make sure Child Protection policies are followed and all staff members know how they fit into Child Protection policy.

Safeguarding is about creating a culture in our school where we consider and question our practise in order to continually improve. It is about **all staff** being able to ask each other professional questions. "Why did you do it that way?" "I'm worried that you are not following our policy – do you know it?" "I think this could go wrong and we need to change it"

Safeguarding must ensure that staff members do not turn a blind eye, or ignore possible issues. Professionally we need to consider these questions in order to demonstrate our commitment to Safeguarding and Child Protection. (refer to NSPCC presentation big picture of safeguarding). Our safeguarding policy combines the policies described below to ensure that our pupils are safe and healthy.

The Health and Safety Policy

The school has a health and safety policy, which is monitored each term by the SLT and the Site Manager. This policy is kept in the school office, on the school server and in the staff room.

Using the PIC folder the Headteacher, Governors and Site Manager tour the school and update risk assessments for all areas where staff and pupils work.

Regular fire drills that practices efficient evacuation from the buildings take place and the school conducts an annual Fire Risk Assessment.

There is also a Critical incidents plan that details what staff and parents should do in the case of emergencies, as well as a Disaster Recovery Plan in liaison with our Trust partner schools.

First Aid

In school there are always trained members of staff who are employed to oversee first aid. There are a number of first aid kits situated around school. When a child or adult is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book. Any logged treatments lead to a medical slip given to the child
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

The accident forms as well as 'near misses' are logged and the type and frequency is reviewed by Governors. Children requiring medicines in school must have a consent form. Only prescribe medicine is given to children following the directions on the packet or bottle. A log of when these prescribed medicines are administered is kept in reception and is reviewed by SLT.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification, the school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Local Authority's Educational Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Appointments of staff and induction of newly appointed staff and work placements

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking ISA Children's List checks (formerly List 99 and POCA), Criminal Records Bureau checks and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure will be obtained for all staff to our school workplace (including volunteers, where appropriate).
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff, volunteers and governors.
- A Staff Suitability declaration form is completed by all school staff and external visitors if they are to be in contact or working with children under the age of 8.
- all new appointments to our school workforce from overseas or who have lived outside the UK will be subject to additional checks as appropriate.
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- All staff are requested to review their DBS and Staff suitability declaration annually with a self-declaration that confirms that no criminal offences have been registered against them

- identify checks will be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher, Deputy Headteacher and Assistant Headteacher as well as the Chair of Governors has undertaken the training on Safer Recruitment

New staff are inducted into safeguarding practices. On starting at the school they will have a meeting with the Headteacher where the induction checklist will be completed. Newly appointed staff are assigned a mentor for the induction period, normally their line manager. It is the responsibility of the mentors to support new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

Induction of volunteers

Volunteers must also have DBS clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a “99” check. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children. Volunteers will also be expected to sign the code of conduct, and the Staff Suitability Declarations, if appropriate.

Welcoming visitors

Visitors with a professional role, such as the school nurse or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, The Headteacher will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS, within the last three years and cleared to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations when the Police are called, perhaps to deal with an unruly pupil/adult, it may not be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to effectively manage these situations. Staff are briefed to challenge any person not wearing a badge in contact with children in the school.

Child Protection Policy

The designated safeguarding leads, including Child Protection are Alison Nettleship, Rachel Dibben and Julia Down. The designated governor is Mrs Alison Allen. There is a detailed Child Protection Policy, which is available from the school office with 24 hours notice. It is the Governing Body's duty to ensure the policy is reviewed and any deficiencies within the policy addressed immediately. Certain governors and all staff have had appropriate child protection training, which is updated at least every three years.

The child protection policy includes a statement on physical restraint and there are further guidelines below.

All allegations of abuse by, or complaints about a teacher will be dealt with following the LA's procedure. A copy of this is available at 24hours notice. For any complaints about the Headteacher the Chair of

Governors should be contacted directly. Staff need to be aware of the Whistle Blowing policy in this regard.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taking 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 Headteacher.

Visiting speakers, with correct clearance are always welcome into school so that can give specialist knowledge to the children.

Internet Safety and E Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Parents are asked when their child joins the school if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

As Child Protection Officer the Headteacher has overall responsibility for internet safety. The IT Technician and ICT Co-ordinator have direct access to all email addresses and passwords.

The E-Safety policy guides teachers and pupils in the safe use of internet and mobile phone technology

Equal opportunities

Our equal opportunities policy (contained within our inclusion policy outlines the clear expectations to ensure that now individuals are discriminated against.

Pupil Discipline Including Anti Bullying Policy

Good behaviour is essential in any community and at Weston Mill we have high expectations for this. Our behaviour policy and anti bullying policy are also within the inclusion policy. These detail the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Diversity Policy Including Dealing with Racial incidents

This policy is part of our inclusion policy. It ensures that we demonstrate a commitment to tackle inequality and racism in all of its forms.

Photographing and videoing

Parents consent to school taking photographs by signing a permission slip. This covers photographic and video images used in school, the educational context and the public domain. Parents are able to select the level of security they feel appropriate.

Whistleblowing

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the headteacher accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively

and with the necessary degree of confidentiality. The school follows the Local Authority's policy on Whistleblowing. A copy of this can be made available at 24 hours notice.

Physical Contact

Simplistically, physical contact can be classed as either positive or negative. As humans we use physical contact with each other, children we work with, and our own family. Contact is healthy, normal and appropriate. In a primary school it is important that this normality is preserved and modelled. However guidelines are needed for the following reasons:

- In order to ensure compliance with policies such as Equal Opportunity and Health and safety.
- To ensure consistency between staff
- To protect children and staff.

Positive Contact

Children naturally seek and give positive contact. No child should be dissuaded from these acts. As they become older, children learn of the appropriate nature of touch and become less likely to want hugs and more aware of appropriate actions.

Staff members working with children need to be aware of their role in teaching and modelling positive contact- related to the **developmental stage** of each child. E.g. a hurt, crying Reception age child who reaches up to a teacher should receive reassuring positive contact- however a crying year 5 pupil may be anxious about the same response to the same injury. Positive contact as a reward is a very contentious issue. If it is used it must be appropriate and available to all children in the class at that developmental stage. How do you know that you have given an equal share of positive contacts? Who didn't get so many?

Negative Contact

Parents have a range of views about negative contact. As a school our response must satisfy all parents and the changing awareness of children as they mature. Negative contact or restraint can only be used in rare and extreme circumstances to protect the safety of another pupil. If pupil safety is not involved restraint is never appropriate (moving a pupil by the hands, pushing down, pulling and blocking of exits). This protects staff members from allegations of assault.

Physical Contact Guidelines

1. Adults are not allowed to use physical contact as a sanction (smacks, pushes, pulls). It may be appropriate to hold the hand of a young (Rec to Y2) pupil to divert her / him. But not prolonged or if the child pulls away strongly.
2. The use of positive handling can only be carried out by trained staff. Or when threatened / actual physical violence is being shown to another pupil. (see guidance below)
3. The point that children become more aware of physical contact is around Year 3. It is therefore appropriate for physical contact (short hugs, close lean, hand holding) **initiated by the child**, to be used in Reception to Year 2. It is not appropriate for staff to say "give me a hug!" either to reward, console, greet or say goodbye.
4. Staff members must manage innocent physical contact, initiated by pupils, quickly back to appropriate levels without making the child feel wrong.
5. Physical contact, as a reward, should not be used for any child, unless defined in an IEP.
6. No physical contact should be used by a member of staff if the young person is considered to be vulnerable (emotionally, physically, developmentally)
7. No physical contact should be used if the member of staff is alone with the child.

Child Protection

What To Do If You Suspect that A Child is Being Abused

Abuse is categorised into 4 areas: Emotional, Physical, Sexual and Neglect. Although some may be more emotive to different people, none is better or worse. As professionals you are responsible for being alert to the threat of child abuse, for being able to recognise the different forms of abuse and being familiar with procedures in our school. Our Child Protection Policy clearly explain the four areas of abuse.

Guidance, called "What To Do If You Suspect that A Child is Being Abused", with outline signs and symptoms is on the notice board in the staff room.

Alison Nettleship, Rachel Dibben and Julia Down are the Designated Persons for Child Protection. As soon as you have any concerns you need to share these with us. We may ask you to record these in your diary, or take on that role ourselves. We also decide whether to make a referral to Social Services. Please note that if you feel a referral should be made and we do not, then you can contact the Director for Lifelong Learning. This is to ensure that all concerns can be investigated. The key principle behind child protection or "Safeguarding" is **telling someone that you have concerns**. You should never be quiet, thinking that your piece of information is not important. Neither should you allow yourself to think that it is impossible that adults that you work with

The Child protection policy on the server, provide guidance on signs of the different types of abuse, plus some do's and don'ts if a child makes a disclosure.

If you receive a disclosure.

Receiving a disclosure is your highest priority. You need to contact nearby colleagues to ask for cover of your class, for the designated officer to be contacted and find a quiet and comfortable place for the child to continue talking. You will then require time afterwards to record the information and collect your thoughts. Receiving a disclosure can be very traumatic. Please refer to the guidance or speak to me if you would like further support in what to say and how to behave.

Stressful Pupil Issues

Occasionally we have to deal with pupils who behave in an extreme verbally or physically aggressive manner. In order to avoid allegations relating to abuse against staff I want this memo to clearly state what staff should do in these extreme situations. Particularly in order to clarify the use of restraint or positive handling.

Verbal

Extreme Verbal Behaviour To Another Pupil

- Never shout as this will increase their response, support the receiver in not responding
- Ask the child using her or his name to please leave the room to see me a member of the SLT so that I can help her or him sort out the problem. Do not send both of the children alone, you may arrange cover and accompany them yourself.
- If there is a refusal, repeat the request and send a child for a member of the SLT.
- If I attend I may decide to use physical force or restraint (unless trained, do not use force or restraint yourself)
- The most likely response will be that I ask you and the class to leave to another place while the child is calmly removed, and you are subsequently notified that you may return.
- Write down the words and manner in which they were delivered

Extreme Verbal Behaviour To Staff

- Do not respond to their aggression with questioning, seek a colleague, arrange cover and come directly to a member of the SLT. If the child is in confrontation with other children ask the person covering to follow the sequence above for verbal behaviour to another pupil.
- Take some time to write down what happened and come and talk to a member of the SLT.

Physical

Extreme Physical Behaviour To Another Pupil

- This area requires a rapid assessment of the level of risk that pupils face. If there is significant risk (scissors, knife, implement) ONE strong volume (not a shout or scream) of the child's name to interrupt is appropriate (continued or increasing is not). Continued risk warrants restraint of the hand holding the implement. Do not step in between to restrain or you become at risk. Unless you have recently received positive handling training, there are no other times when you should.
- Using the child's name politely ask them to stop trying to use the implement, do not drag away or move or force down. Continue the restraint if no response, and direct 4 children two children to find a member of the SLT and 2 to finding the designated First Aider.
- Continue the restraint if no response. If there is a response you need to stop the restraint as soon as there is no threat (failure to do this takes you into the risk of physical abuse accusations)

Extreme Physical Behaviour To Staff

- Do not respond to their aggression with questioning, come directly to a member of the SLT, you may need to walk quickly, seek a colleague to arrange cover when it is safe to do so, and If the child is in confrontation with other children ask the person covering to follow the sequence above for physical behaviour to another pupil.
- Take some time to write down what happened and come and talk to a member of the SLT.

Please note that **threatened** physical behaviour to yourself does not warrant restraint from you unless other pupils are at risk, or you are subsequently being attacked and you need to protect yourself.

Restraint should only be carried out following the direction of the Headteacher. If you have a medical condition that may cause you to suddenly stop restraint, you should not start it.

Shouting at children rarely works in extreme situations, it should only be used to interrupt a dangerous act.

Shouting as part of an investigation, punishment or classroom/playground management only reinforces the difference in size and volume between yourself and the child. Frequently the child who displays wrong or even extreme behaviour is very used to shouting and many use it to escalate behaviour or reinforce negative opinions of themselves and staff.