



# SAFEGUARDING POLICY

**January 2012**

'In these stones horizons sing'  
(Gwyneth Lewis, Welsh poet)

## **Safeguarding Children**

In this school we will believe that every child matters and make sure that we meet the needs of the children in our care. We will not leave a child behind.

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, shares an objective to help keep children safe from harm and abuse.

### **Aims and objectives**

Children's safety must be a priority, their feelings must come first. It is our aim to provide a framework

- to ensure that children within our school feel safe at all times, are protected from harm, and that they are empowered to protect themselves
- 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

At Maybury Primary School, we are committed to safeguarding and promoting the welfare of all our children. Our school aims make a clear statement about the ethos we are endeavoring to create and we promote self confidence, self esteem and a feeling of self worth in our children. We follow correct procedures to ensure issues are reported promptly and accurately. Child Protection is a whole school responsibility and can only be effective when all staff understand and follow the agreed procedures.

We seek to do this by effective management and effective prevention. We aim to protect children by offering opportunities to:

- promote self esteem
- encourage independence, self confidence and assertiveness
- discuss emotions
- discuss relationships
- discuss good and bad secrets
- discuss safe and unsafe touches
- discuss bullying
- discuss assertiveness
- solve problems
- form judgements
- make decisions and choices

## **Providing a Safe and Supportive Environment**

### **Safer Recruitment and Selection**

The school pays full regard to current DCSF guidance “Safeguarding Children and Safer Recruitment in Education” January 2007. 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.

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 CRB Enhanced Disclosure will be obtained for all new appointments to our school workplace (including volunteers, where appropriate). From 26 July 2010 there will be a requirement for all such individuals to be registered with the Independent Safeguarding Authority immediately. Existing members of staff and volunteers appointed prior to 26 July 2010 will also be required to register with the Independent Safeguarding Authority but their registration will be managed over a five year phasing period in accordance with Independent Safeguarding Authority guidance and direction.
- 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.
- 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.
- identity checks will be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

The following staff have undertaken and completed the National College for School Leadership Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:

Headteacher: Alison Grantham  
School Governor: Charleyne Wright (Chair)

## **Safeguarding Information for Pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. We use SEAL PSHE materials to help pupils learn how to keep safe.

The Senior Designated Person for child protection in our school is **Mr. C Williams**. The deputy Senior Designated Person for child protection in our school is **Mrs. D Baron**. These coordinators are supported by the Acting Head. The Designated Governor for Child Protection is **Mrs. K Johnson**.

All concerns must be discussed with the above-named coordinators using the 'Safeguarding Children Record Sheets'. See **Appendix 1** for guidance. The coordinators in discussion with the Head, will decide on the action to be taken in response to the concerns. In some cases the concerns can be addressed in school. The Head may decide to discuss concerns with the parents/carers. The Head/ Coordinators may decide to refer to Social Care if the child is deemed at risk and the Head will usually inform the family of this referral. If the child is deemed to be at risk of further harm as a result of this referral the Head will refer to Social Care confidentially.

Confidential child protection records and files are kept in the Head's room. These files and records are reviewed and updated regularly. Child Protection information is disseminated on a 'need to know' basis.

All allegations of abuse by or complaints about a teacher, other member of staff or volunteer, will be managed in accordance with the Hull Child Protection Procedures. The Chair of Governors should be contacted directly where there are allegations/complaints against the Headteacher.

In the Foundation Stage and Key Stage 1, in line with current Safeguarding advice from the NSPCC, no child should be collected by a person under 16 years of age. Except where there is reasonable excuse, written permission from parents will be obtained where children are to be picked up by another adult.

## **Liaison with other agencies**

Working together with professionals in other agencies is essential for the effective management of Child Protection. The school works with the BEST Team who are often the point of contact for inter-agency link teams. The manager of the BEST team handles referrals from school re concerns about the social and emotional welfare of children. If the child is considered to be at risk the BEST team will also refer to Social Care. The school works in partnership with the psychological service, health professionals, SENSS, social workers and many other agencies to promote the welfare of all children.

## **Partnership with Parents**

The school works closely with our families and makes regular home visits. We believe that the close involvement with families and the support that is on offer is the front line of our child protection work.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child. We work with parents to educate, keep children safe from harm and have their welfare promoted.

At Maybury Primary School we will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with us. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that they can view these policies on request.

## **Safer Working Practice**

Our school will comply with the Government Offices "Guidance for Safer Working Practice for Adults Who Work With Children and Young People" and the Hull Child Protection procedures at all times.

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incident or decisions made
- apply the same professional standards regardless of gender, race, disability or sexuality
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

## **School Training and Staff Induction**

The school's Senior Designated Person with responsibility for child protection and any named deputies undertake specific child protection training which includes how to undertake their role. They also undertake inter-agency child protection training provided by the Hull Safeguarding Children Board. Refresher training is undertaken at two yearly intervals.

All other school staff, including non-teaching staff, volunteers and governors undertake appropriate in house training to equip them to carry out their responsibilities for child protection effectively. This is kept up to date by refresher training at three yearly intervals as a minimum requirement.

## **First Aid**

In school the member of staff trained to oversee first aid is **Mrs D Baron**.

The members of staff trained in Paediatric First Aid are: **Miss E Chambers** and **Mrs. C Fenton**.

First aid kits are situated around the school in the following locations:

**Staff Room; Community Room; Foundation Area**

When a child is unwell or has suffered an accident in school or on the school grounds, the following steps are followed:

- Step 1: A trained first aider is immediately called to provide assistance and advice.**
- Step 2: The incident/accident is logged in the incident/accident register.**
- Step 3: The parent is notified of the incident/accident as soon as necessary.**
- Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.**

## **Health and Safety Policy**

The school has a health and safety policy, which is monitored each year by the relevant committee of the School Governing Body.

The Headteacher, with the staff member with responsibility for Health and Safety, the site supervisor and a governor with responsibility for Health and Safety oversee the policy and the Health & Safety log book. Any concerns from staff, volunteers, governors or pupils are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual fire risk assessment.

There is a critical incidents plan that details what staff and parents should do in the case of emergencies.

## **Site Security**

Maybury Primary School aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. The school ensures that:

- gates are locked except at the start and end of each day.
- doors are kept closed to prevent intrusion.
- wherever possible visitors and volunteers only enter through the main entrance and must sign in at the office.
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance.
- empty classrooms have closed windows.
- children are not allowed to leave school alone during school working hours and if collected by an adult, signed out.
- should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Parents and Police will then be immediately informed of the circumstances.

## **Welcoming other Professionals**

Visitors with a professional role, such as the school nurse, members of the Schools' Music Service 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 CRB, 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.

## **The Design of the Curriculum**

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Personal, Social, Health and Citizenship Education relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and e-safety issues. 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 explained, such as using equipment properly in PE and Design and Technology. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher, who is the School Educational Visits Coordinator.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.



## **Internet / E-Safety**

Children are encouraged to use the internet as much as is possible but at all times in a safe way. Parents are asked to give permission for their children to use the internet on entry to the school. Parents, pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and through the network administrator will have access to all email addresses and passwords provided. The school follows guidelines for Internet use/E-safety laid down by the Hull Grid for Learning, the Local Authority and the Hull Safeguarding Children Board.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Senior Designated Person for child protection should be informed immediately).
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc.
- pupils adhere to the school policy on mobile phones.
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

## **Inclusion Opportunities**

At Maybury Primary School, we welcome all children and will work in partnership with all parents and children and outside agencies to promote inclusion – a policy which respects diversity and supports equal opportunities. We will make our school an educational environment in which all children can thrive with due regard to the rights and preferences of individuals. . Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school.

## **Behaviour Policy**

Good behaviour is essential in any community and at Maybury we have high expectation in this area. The school has a Behaviour Policy and a Code of Behaviour that must be adhered to by all children and a copy is available from the school office. This is shared with parents and is available on the school desktop and from the school office. 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.

There are numerous rewards available to children including:

- use of praise
- stickers, certificates, behaviour credit cards
- Golden tickets and Golden Ticket Trophy
- Positive confirmation to parents
- Class bonus chart
- Specific reward programmes for individual children

But the sanctions range from:

- having to discuss their behaviour
- reporting to the head teacher
- a phone call or letter home
- report card
- behaviour panel

Staff are discouraged from handling children but where they deem it the safest thing to do, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

## **Anti-Bullying Policy**

The school's response to this is unequivocal.

***Adults must be informed immediately and action will take place.***

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the school desktop and from the school office.

## **Equalities and Racial Tolerance**

All children at Maybury are to be treated without prejudice irrespective of gender, ethnic origin, religion, class, ability, disability or any other perceived difference.

The school has a single “Equal Opportunities Policy” that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the PSHCE curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

## **Photographing and Videoing of Children in School**

At **Maybury Primary School** we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy around “Taking photographs and video images of children” and a copy of the document is available from the school website and the school office.

Taking pictures and video images of children’s achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school’s requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

## **Whistleblowing**

If members of staff, volunteers or governors have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

The school follows the Local Authority’s policy on whistleblowing and a copy of the “School Whistleblowing Policy” is available on the school desktop or from the school office.

## **Policy review**

This policy document will be reviewed by the School Governing Body on an annual basis to ensure it is up to date with current legislation and best practice.

## Appendix 1

### Physical abuse or harm

Children are physically hurt, injured or in extreme cases killed. This can involve hitting, shaking, squeezing, burning and biting. It also includes giving children poisonous substances, inappropriate drugs and alcohol, attempted suffocation or drowning.

### Recognising Physical Abuse

- Ask the child about the injury and if you are unhappy with the explanation given, report it to the Child Protection Coordinators.
- Bruises caused by shaking or squeezing will take the form of finger and thumb marks. Bruises caused by biting may appear as oval or open-ended; the size may indicate if it has been caused by an adult or another child.
- If the child has a burn mark or scald mark, the reasons should always be looked into.

N.B. The reasons for facial bruising should always be looked into

### Physical neglect or harm

Children are not provided with the basic things needed to survive it is deemed neglect. This can include not providing appropriate food, clothes, warmth and medical care – or leaving them alone unsupervised.

### Recognising Physical Neglect

- The signs and symptoms of physical neglect are sometimes self-evident:-
  - Dirty
  - Inappropriately dressed
  - Constantly cold
  - Constantly hungry
- A child who appears to be persistently failing to thrive could also be suffering from physical neglect.

## **Emotional abuse or harm**

Children who are made to feel unwanted, ugly, worthless, guilty or unloved. This can occur with constant lack of love and affection, or threats, verbal attacks, taunting and shouting can lead to a child's loss of confidence and self-esteem.

### Recognising Emotional Abuse

- ❑ Emotional abuse is the most difficult type of abuse to recognise. The signs are behavioural rather than physical.
- ❑ Low self-esteem and lack of confidence
- ❑ The child may be a loner.
- ❑ The child may be used as a scapegoat by other children.
- ❑ Withdrawn, introverted and depressed.

## **Sexual abuse or harm**

Children are abused by adults, adolescents or even other children who use them to meet their own sexual needs. This may extend to sexual intercourse, or attempted sexual intercourse, but more often involves fondling, masturbation and oral sex. Children are sometimes exposed to anal intercourse. They are also exposed to or used in the production of pornographic material including videos.

### Recognising Sexual Abuse

- ❑ Pay particular attention to children who appear reluctant to change clothes for any games activity.
- ❑ Indications of sexual abuse are more likely to be emotional/behavioural.
- ❑ Evidence of torn, stained or bloody underclothes.
- ❑ Pain or itching of genital area.
- ❑ Difficulty walking or sitting.
- ❑ Any unexplained change in behaviour, taking into account the age and your previous knowledge of the child.
- ❑ A normally quiet child may become loud and aggressive, or a boisterous child may suddenly become quiet and passive.
- ❑ Sexually explicit talk and behaviour, inappropriate to the child's age.
- ❑ Uncharacteristic eating disorder.
- ❑ Depression and suicide attempts.

## **Disclosure of abuse**

Children who have been abused will sometimes choose an adult at their school to confide in. This is likely to be a very stressful experience. The following guidelines highlight the important points to remember in dealing with a disclosure:-

- ❑ Always accept the child no matter how difficult you find it.
- ❑ Never stop a child who is freely recalling significant events.
- ❑ Stay calm and be reassuring.
- ❑ Listen carefully and patiently. Do not press for information as well intentioned questions at this stage could result in the failure of a criminal prosecution. Interviews will subsequently be conducted by specially trained personnel.
- ❑ Never promise to keep a secret no matter how insistent the child is.
- ❑ Do not discuss your suspicions with parents or anyone else involved in the care of the child.
- ❑ Report the disclosure as soon as possible to the Child Protection coordinators.
- ❑ Record the details of the disclosure and pass records onto the Child Protection Manager.
- ❑ Record all subsequent events up to the time of the substantive interview with Social Services and Police.

There may be some instances where a child does not confide in you, but you become suspicious because of overheard conversation or through drawings/stories. Disclosures may also occur through a third party.

Report such incidences to the Child Protection coordinators as soon as possible.

Policy reviewed and revised January 2012

Adopted by Governors: January 2012

Review Date: January 2013

*Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.*



