



# **SAFEGUARDING POLICY**

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

## Safeguarding Children

This policy applies to all staff, including senior leaders, paid staff, volunteers, agency staff, the Governing Body or another person working within our school environment. It has been developed in accordance with the principles established by the Children Acts 1989 and 2002, Keeping Children Safe in Education, 2016 and Working Together, 2015. The school/academy will also refer to, and follow the policies and procedures developed by Hull Safeguarding Children Board (HSCB) <http://hullscb.proceduresonline.com/index.htm>

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.

At Maybury Primary school we take seriously our responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of our pupils, to minimise risk and work together with other agencies to ensure appropriate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

### **Ethos**

The health, safety and wellbeing of pupils at Maybury Primary School is of the utmost importance. All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have a right to equal protection from all types of harm or abuse. Working in partnership with all our key stakeholders is essential for promoting young people's welfare. We follow correct procedures to ensure issues are reported promptly and accurately

### **We will endeavour to keep children safe at Maybury Primary School by:**

- ensuring pupil's welfare is at the heart of everything we do;
- adopting, developing and applying safeguarding practices through policies and procedures;
- recruiting staff and volunteers safely, in accordance with national guidance;
- promoting a positive, supportive and secure environment where pupils can develop a sense of being valued and heard in their own right;
- ensuring all staff are able to recognise the signs and symptoms of abuse through ongoing training, and are aware of the school's procedures for reporting concerns;
- developing and implementing a curriculum to help pupils stay safe, recognise when they do not, and identify who they can talk to;

- ensuring all members of our school community know who is the Designated Child Protection lead and cover;
- working with parents/carers to build an understanding of the school's responsibility to ensure the welfare of children, and the need to refer to other agencies, if necessary;
- working collaboratively with partner agencies, and identifying when early interventions are required;
- creating and maintaining an effective culture of vigilance, which allows staff/volunteers to report unsafe practice.

## **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" 2010. 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), Disclosure and Barring Service 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 new appointments 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.
- 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  
Senior Leader: Craig Williams  
School Governor: Richard Morrell (Chair)  
School Governor: Debbie Baron

## **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 Jigsaw 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 Designated Person for child protection in our school is **Mrs. D Baron**. These coordinators are supported by the Head.

All concerns must be discussed with the above-named coordinators and recorded using the 'CPOMs' recording program. See **Appendix 1** for guidance. Visitors to the school should record their concerns using the Child protection concern visitor record sheet- kept at the front office. See **Appendix 2**. This should then be handed to one of the named coordinators, who will log the information onto the CPOMs system and deal with according to the procedures. 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/Coordinators 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/Coordinators 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/Coordinators will refer to Social Care confidentially.

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 or verbal permission from parents will be obtained where children are to be picked up by another adult.

## **Confidentiality**

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Child Protection Coordinator will determine which members of staff need to know personal information and what they need to know for the purpose of supporting and protecting the child.

Confidential child protection records and files are kept in the welfare office and these files and records are reviewed and updated regularly on CPOMs.

## **The Role of the Child Protection Coordinator**

Where there are concerns about the welfare of any child or young person, all staff/volunteers have a duty to share those concerns with the designated Child Protection Coordinator

All staff, including the Child Protection Coordinator, are responsible for monitoring and recording concerns about the well-being of a child or young person.

The Child Protection Coordinator is responsible for:

- Collating and evaluating concerns about the well being of a child or young person
- Making a referral to the Local Authority Children's Services
- Liaising with other agencies
- Arranging training for staff/volunteers

The Child Protection Coordinator, after receiving a referral, will act on behalf of the school in referring concerns or allegations of harm to Local Authority Children's Social Care or the Police Public/Family Protection Unit.

If the Child protection Coordinator is in any doubt about making a referral it is important to note that advice can be sought from Local Authority Children's Social Care. The name of the child and family should be kept confidential at this stage and will be requested if the enquiry proceeds to a referral.

It is not the role of the Child Protection Coordinator to undertake an investigation into the concerns or allegation of harm. It is the role of the child Protection Coordinator to collate and clarify details of the concern or allegation and to provide this information to the Local Authority Central Duty Team, or Family Resource Centre if Children's Social Care is already involved, whose duties it is to make enquiries in accordance with Section 47 of the Children Act 1989.

## **Role of the Governing Body**

The Governing Body will ensure the school:

- Has a child protection Policy and procedures in place which is in accordance with LA guidance and locally agreed inter-agency procedures and available to all school personnel and parents on request
- Operates safe recruitment procedures by making sure all appropriate checks are carried out on new staff, volunteers and parents who work with children
- Keeps and maintains a Single Central Record of all staff checks (including volunteers, and supply staff)
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance issued by the DofE, LA and Hull Safeguarding Children Board
- Has a member of the Governing Body (usually Chair) with the responsibility for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Head

The Governing Body will review all policies and procedures in relation to safeguarding on an annual basis.

### **Liaison with other agencies**

Working together with professionals in other agencies is essential for the effective management of Child Protection. 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 Policies and parents are aware that they can view these policies on request. The safeguarding policy can also be accessed through the school website. <http://www.mayburyprimaryschool.co.uk/>

### **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 safeguarding children board procedures at all times. <http://hullscb.proceduresonline.com/index.htm>

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 safeguarding training which includes how to undertake their role. They also undertake inter-agency safeguarding training provided by the Hull Safeguarding Children Board.

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 through refresher training, at least three intervals per year, as a minimum requirement.

## **Responding to a complaint or an allegation**

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.

Any member of staff or volunteer who has concerns about the behavior or conduct of another individual working within the group or organization will report the nature of the allegation to the Headteacher immediately. **The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further:**

- Treat the matter seriously
- Avoid asking leading questions and keep an open mind
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style
- Make a record of the information (where possible in the words a child used), including
  - when the alleged incident took place
  - who was present (witnesses)
  - what was said to have happened
- Sign and date the record
- Report the matter immediately to the Designated Officer for Schools

The Headteacher will report the matter to the Designated Officer for Schools, Dan Horne (790933) who will liaise with the Local Authority Designated Officer (LADO).

In the case that the concern or allegation relates to the Headteacher, the Child Protection Coordinator or a member of the school leadership team, the Chair of Governors should be contacted. The Chair of Governors will report the matter to the Designated Officer for Schools.

## **First Aid (see also Medication Policy)**

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: **Mrs D Baron** and **Mrs C Damodaran**.

First aid kits are situated around the school in the following locations:  
**Staff Room; Community Room; Foundation Area**

### **Health and Safety Policy (see separate 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.

### **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 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 judgment 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 / Online Safety (see separate Online Safety Policy)**

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/online safety laid down by the Hull Grid for Learning, the Local Authority and the Hull Safeguarding Children Board.

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

stance around “Taking photographs and video images of children” which is included within the e-safety policy.

Staff must not use mobile phones in rooms where children are present, including those where children are cared for.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not, however, use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

### **Behaviour Policy (see separate 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.

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 (see separate 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.

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

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.

Related school/academy policies:

This policy should be read in conjunction with the following internal policies: ***Child Protection, Online safety, Anti Bullying, Behaviour, Attendance, Health & Safety, Supporting Children with Medical Needs, First Aid policy, Looked After Children, Staff Code of Conduct, PSHCE, Young Carers, Physical Intervention, Whistle Blowing, SEN, Inclusion, Data Protection, Equal Opportunities, Educational Visits and Single Equality.***

This overarching policy has been approved by the Governing Body of Maybury Primary school and will be reviewed on an annual basis, unless changes in guidelines or legislation require an earlier review.

Signed:



C.Williams

Policy reviewed and revised: May 2017

Adopted by Governors: May 2017

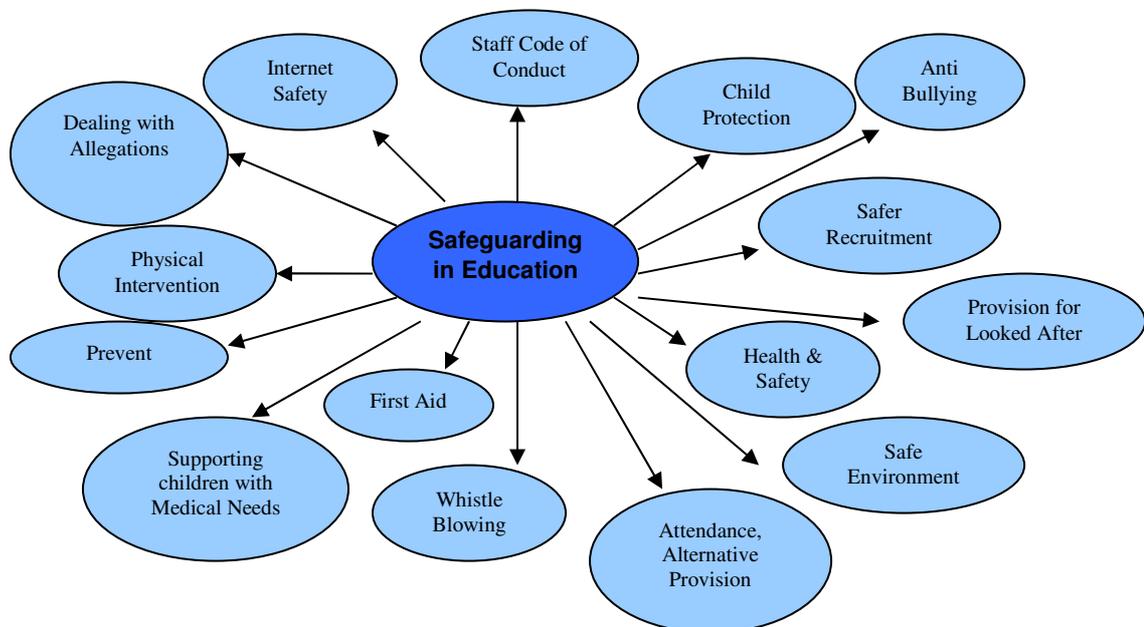
Review Date: May 2018

## Appendix 1

### Definition of Safeguarding

Safeguarding is the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Ofsted has defined the term Safeguarding as 'being not just about protecting children from deliberate harm. It includes issues for schools/academies such as: *bullying; harassment and discrimination; health and safety; safer recruitment; educational visits; radicalisation; internet safety; supporting children with medical needs; attendance; physical intervention; providing first aid; school security; issue which may be specific to the local area or population, eg Domestic Abuse.*



### 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.

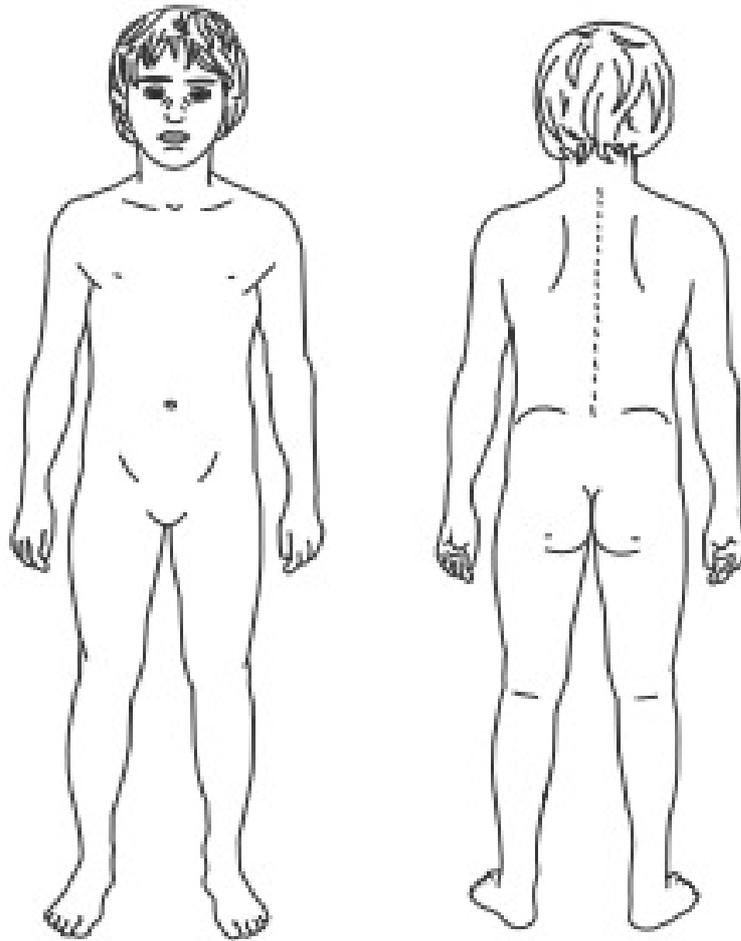
There may be some instances where a child does not confide in you, but you become suspicious because of overheard conversation or through drawings/stories. Disclosures may also occur through a third party.

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

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



Child Protection Record of Concern - Body Map



Description of mark or bruise:

- 1 Type
- 2 Size
- 3 Colour
- 4 Tenderness
- 5 Other relevant information:-

Name of Adult making record:

Signature:

