

Policy Statement	
	Subject Safeguarding
	Coordinator Designated Safeguarding Lead
	Date July 2016
	Review date December 2017

Introduction

Newby Primary School is fully committed to the principles of safeguarding. Our school fully recognises the contribution it can make to protect children and support pupils in school, and to promote their growth and well-being.

Historically, Child Protection was regarded somewhat narrowly, and focused on protecting children from abuse, whether physical, emotional, sexual, or through neglect.

Since the Children Act, 2004 and the subsequent guidance *Working Together to Safeguard Children* (newest version March 2015), keeping children protected from maltreatment has been seen as only the most extreme aspect of a wider duty to safeguard their well-being and to optimise their life chances so that they can enter adulthood successfully. The most recent guidance, *Keeping Children Safe in Education* (September 2016) defines safeguarding and promoting the welfare of children as

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

‘Children’ includes anyone under the age of 18. It recognises that children can also abuse other children; for instance, forms of peer-on peer abuse can include bullying and cyber-bullying.

Foremost is “a child centred and coordinated approach to safeguarding” (KCSIE, 2016), in which “**everyone** has a role to play” and must act “in the best interests of the child”.

Safeguarding now includes or links with policy and practice in a large number of areas of school life, such as

- Pastoral Care
- Anti-bullying
- Sex and Relationships education
- Equalities
- Attendance
- Medical
- Behaviour
- Personal and intimate care
- SEN and Disabilities
- Drug Education
- PHSCE

- Visits and opportunities
- eSafety and Acceptable Use Agreements
- Site security and maintenance
- Recruitment and Selection
- DBS checks and procedures
- Staff Code of Conduct
- Whistleblowing
- Protecting Children from Extremism ('Prevent')

In short, safeguarding runs through all of school life.

It could even be regarded as central to teaching and learning: if we have a safeguarding duty to ensure that “children have optimum life chances and can enter adulthood successfully,” that also encompasses a duty to maximise their attainment through effective teaching and learning and offering a relevant curriculum. It is therefore consistent with, and underpins, our School Vision.

Newby's Policy

As described above, many of the elements of safeguarding are covered in other policies.

As a result, this policy primarily focuses on the narrower Child Protection elements, but in addition addresses any areas not already clearly covered elsewhere.

This policy applies to everyone in the school: pupils, staff, Governors and volunteers.

There are five main elements to the policy:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.

It is underpinned by a commitment to inter-agency working.

School Commitment

The school recognises that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult all help a child to flourish and be safe. This roots safeguarding firmly in the overall ethos of the school.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are

encouraged to talk, and are listened to;

- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty;
- c) Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse;
- d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children across a variety of agencies. The coordinated development of appropriate procedures and the monitoring of good practice are the responsibilities of the Bradford Safeguarding Children Board (BSCB).

Their full procedures manual is available online at:

<http://www.proceduresonline.com/bradford/scb/>

National guidance is available at:

<http://www.workingtogetheronline.co.uk/>

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LEA who have specific responsibilities under safeguarding procedures.

All are required to:

- Be aware of and follow the school's safeguarding policy;
- Undertake further training as required;
- Treat all safeguarding issues swiftly, sensitively and professionally.

Named Persons

Within Newby, there are three Named Persons who should be regarded as the first point of contact when Safeguarding issues are raised, whether by staff, children, parents or others. Because they have a key co-ordinating role, they should also be the first point of contact within school for external agencies.

The three Named Persons also need to share information with each other on a routine basis.

The four Named Persons are currently the Headteacher, Deputy Headteacher and two of the Assistant Headteachers (Achievement and SMSC). They are named on the Action Flowchart displayed in the staffroom. Of these, one (at present the Deputy Headteacher) is the Designated Safeguarding Lead.

In the unlikely event of all of these being absent or unavailable, the Assistant Head and TLRs are responsible, in that order.

Concerns must always be raised immediately and in person; a note left in an in-tray or an email may waste vital time. Sometimes situations arise where danger is immediate, and action must be taken without reference to senior staff – see ‘Immediate Danger’, below.

Nominated Governor

There is a Named Governor for Safeguarding who is responsible for ensuring that there are policies and procedures in place and kept under review, and that policies are effective and in accordance with locally-agreed procedures.

The Nominated Governor must receive initial training and refresher training every three years.

It is not however a Governor’s role to become involved with the detail of individual cases.

The Governing Body as a whole is responsible for ensuring that all staff read at least Part One of the most recent KCSIE guidance, and that mechanisms are in place for supporting them in discharging their safeguarding duties.

Early Help

Staff are trained and encouraged to initiate early help, supporting children as soon as a problem arises. This may involve sharing information and working with other agencies. In some cases this may lead staff to be involved in making referrals to Children’s Social Care or taking part in Statutory Assessments under the Children Act 1989.

Child Protection Referral Procedures

An Action Flowchart summarising the steps to be taken in the event of concerns is displayed in the staffroom, Leadership Rooms and Headteacher’s Office.

Swift decision making is essential.

It is stressed to staff that any Safeguarding suspicion or disclosure must be passed to the Named Person immediately and directly. If possible abuse comes to light midway through a teaching session, someone should be summoned to supervise the class.

Children should not be quizzed repeatedly, so if an initial disclosure is made to a Learning Assistant, the in-house referral should be made on this basis alone.

Where something happens in class, the Assistant will normally channel concerns through the class teacher, but in other situations or where this would cause delay they should go directly to the Named Person.

Safeguarding procedures are explained to parents and carers through the school brochure they receive on entry to main school, or through the Foundation Stage booklet in nursery.

Immediate Danger

In the event of immediate danger or risk of harm, as opposed to a ‘concern’, any member of staff should make an immediate referral to Children’s Social Care and/or the police. It is not necessary to wait for a Named Person to refer. However, a Named Person should be informed as soon as possible that a referral has been made.

Challenging Inaction

If a child's situation does not improve, we have a duty to re-assess and make new plans. This could for example involve making a referral (or a re-referral) to Children's Social Care, or escalating a case to more senior staff in any relevant agency. Referrals in themselves are of no value unless they result in better outcomes for the child.

Training and Support

Newby ensures that the Named Persons and the nominated governor for safeguarding attend training relevant to their role. The Named Persons attend refresher training at least every two years.

All adults whose jobs involve contact with children receive a basic induction into school safeguarding procedures as soon as possible after appointment.

All staff are required to read and/or have explained to them Part 1 of the most recent version of *Keeping Children Safe in Education, Information for all School and College Staff (KCSIE)*. A record of this is kept alongside the Single Central Register. Paragraph 43 alerts them to specific safeguarding issues; further guidance is available through hyperlinks through the www.gov.uk website.

They also receive *Prevent* training.

New teaching staff receive induction training into the school's protection procedures. We recognise in particular that although Newly Qualified Teachers are likely to have some basic training in safeguarding, they are unlikely to be familiar with regional or school procedures.

PGCE Students are also required to find out more about Safeguarding to fulfil their own course requirements.

Other staff receive refresher training **at least** every three years (the statutory requirement).

In practice, it is normally on a two-year cycle, alternating with epipen and asthma training.

Updates (for example through staff meetings or daybook messages) occur regularly and at least annually.

There are opportunities for staff to contribute to the development of safeguarding practice and policy.

The Finance & HR Administrator maintains the safeguarding training record as part of the Single Central Record.

Current issues and individual cases are shared with staff on a need-to-know basis. This flow of information is controlled by the Named Persons. Important background information is passed shared by the Safeguarding Lead as part of the annual transition process.

All staff are made aware that any queries about the system or concerns about children should be raised with a Named Person.

There is a 'proportional risk-based approach' (KCSIE para.48) to the level of information provided to temporary staff and volunteers, but as a minimum all are

provided with a Basic Information sheet which covers matters such as safeguarding and confidentiality.

Online support, both national and local, is available through the sites listed above.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding.

The fundamental principles are that information should **only** be shared with those who might need to know, but that it **must** be shared with them and not kept hidden.

Who actually needs to know depends on the individual circumstances of the case and can be hard to define. Normally, the class teacher is kept fully informed and a member of support staff working directly with the child may also need to know in general terms that there is an issue, what to look and listen out for, and how to respond or act.

New staff are informed of the need for confidentiality during induction training.

Governors undergo their own induction and the need for confidentiality is part of this.

During induction, in undertaking further training and by reading this policy, staff are informed that they should never make promises to a child or adult that they will keep a matter confidential. There is sometimes a duty to share information with the appropriate agencies in order to safeguard a child and adults in school should not promise to keep secrets which it is their professional duty to disclose.

If, when speaking to a child, parent, relative, neighbour (etc) they seek promises of confidentiality ('Don't tell anyone else about this...') it should be sensitively explained that we have an absolute duty to act, if necessary, to safeguard a child.

A form of words to an adult could be: "If you are going to tell me something which involves the safety or well-being of a child, I need to tell you straight away that I might have to share the information with others." If the person has already disclosed something, it could be: "I understand that you don't want this to go further but it must be something you're worried about for you to tell me. Imagine how we'd both feel if something happened to the child. I have a duty to share this information with the people who need to know, but we'll try our hardest to make sure that matters are handled with sensitivity."

When speaking to a young child it could be: "I can't promise to keep anything you tell me a secret. The most important thing is that we make sure that you [or your sibling, or friend] are safe and happy, and that might mean that I have to tell someone else."

In both cases, however, it is to be hoped that this intervention will not prevent the person from disclosing concerns, and they should be given assurances that any decisions taken will be made purely in the child's best interests.

Following referral, information about a case should be normally shared with the child's regular teacher(s). Where the child works closely with a mentor or

Learning Assistant the class teacher may judge it necessary to share some basic information with them too.

Great care needs to be taken in discussing such sensitive matters. In particular, the staffroom is not usually a suitable place to talk, nor is it appropriate to do so when others such as trainees, cleaners, other children or parents are nearby. On a practical level, it can sometimes be important to have checked behind display screens before discussing a Safeguarding case.

When information needs to be passed to third parties, the decision rests with the Named Person as to who, when and how. When a judgement is made that a formal referral is necessary, the process is set out at <http://www.bradford-scb.org.uk/>, the website of the Bradford Safeguarding Children Board. This contains all the necessary documentation and inter-agency procedures. The practical steps to be taken in school are summarised on the Action Flowchart.

Counselling

It is normal and proper for some children to want to talk to their teachers about issues of importance to them. Staff do however need to be sensitive listeners rather than active counsellors if (say) sensitive personal or sexual matters are raised.

Rather than responding on the spot, it is often advisable to take time to think. This allows opportunity to seek advice from the colleagues and to frame a response which is both pertinent and professional.

As noted earlier, guarantees of confidentiality should not be given to pupils and safeguarding procedures must be followed if conversation indicates that a child might be at risk.

Records and Monitoring

Well-kept records are essential to good safeguarding practice. Newby is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. All concerns, discussions and decisions (including the reasoning behind them) must be recorded.

Notes on specific incidents or concerns are passed to the Named Person, who shares them as required. All notes should be signed and dated. Afterwards they are put into the At Risk In-tray, from where they are filed, with the most recent documents on top. The front sheet is a record of contacts which helps to keep track of key dates and people. The format is a Bradford template, available online. The files are organised alphabetically by family, stating the first names and dates of birth of all the children from the family at school. There is an index to the files kept at the front of the drawer with the pink booklet. Filing is done by the Clerical Officer, who is fully aware of the importance of care and confidentiality.

It is vitally important that 'Risk' notes are not confused with SEN records. Risk files are pink; SEN files are yellow.

The records are kept in the Assistant Headteacher's office for security. When they are used, ideally this should happen within the office. Sometimes, if a report has to be written or if the records are long or complex, they may need to be worked on in the staff Quiet Room. When this is the case, they must be returned immediately. They should not be left lying around or open to view.

Safeguarding records of any kind should never be taken into the classroom, the staffroom, or outside school.

There is no access to teachers' working notes, which are not covered by Data Protection legislation. However, there is a balance to be struck between rights, confidentiality, and the need to share information. *Information Sharing (2015)* sets out the DFE's non-statutory guidance on this: "*The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.*"

When in doubt about whether or not to share information, it is the school's policy to refer to "The seven golden rules to sharing information" described on page four of the guidance.

When a child about whom there are serious or ongoing concerns leaves school or transfers elsewhere, it is important that full Safeguarding records are passed on to the receiving school. However, records must not be sent by post or internal mail. Where the school is within Bradford, we personally hand deliver. Other acceptable mechanisms are the use of an Education Social Worker or use of recorded delivery mail, but we try not to use these. Where the new school is a distance away, documents may be scanned and emailed as long as both ends of the process utilise secure encryption and electronic transfer is in line with the protocols of the local authority in which the receiving school is situated. If not, recorded delivery may be used as a last resort.

Email must never be used to transfer personal information where someone could be identified. Encrypted systems referred to above include Egress and LeedsCC MailExpress.

Files to be transferred should be complete and contain even rough jottings. As the original notes are frequently written in haste and in difficult circumstances it is usually helpful to summarise the contents of a file in a chronological case history before transfer. There is a school format for this (the Safeguarding Record). Where files or individual documents are passed to another school, a list of contents is required, and the receiving school should sign a copy of this as proof of safe delivery. Newby in such cases retains only the basic chronology contained in the Safeguarding Record, and no other documents.

Sometimes it is necessary to discuss safeguarding issues over the phone.

Whenever information is shared, staff must confirm that they are speaking to an appropriate person. This is normally Named Person to Named Person.

If there is any doubt about identity, their school/agency should be contacted to verify that they are who they claim to be. If it is a phone contact, a landline number should be taken, and before phoning back the number should be verified through contact lists

or phone directory. If the person is using a mobile at the time, their identity and mobile number needs to be checked with their own school/office. Contacts by email also have to be verified as email addresses are not always what they appear to be. Additionally, sensitive information by in which children or families could be identified should not normally be committed to email as it is necessary to be certain of adequate encryption levels and protocols.

If someone phones for information we have to be sure that the person has a need and a right to know. If they are not known to us, we should take their number and arrange to phone them back, having checked the authenticity of the number against the phone book or via the internet.

Administrative Staff and others should not confirm that a child is on the school roll or present in school on any given day unless they are confident that they know to whom they are speaking and that that person has a right to know. If there is any doubt, they should consult the Headteacher.

Requests for Information from Other Agencies

Requests for information about children (attendance, presentation, concerns etc) are often made by Social Workers and others. We always endeavour to respond promptly and accurately.

Often (for example when working together within the CAF process) we already have named links with staff in other agencies and agreed roles and responsibilities.

Enquiries should always be channelled through one of the Named Persons. If an agency contacts a classteacher directly, they should inform a Named Person.

The Named Person should always consult and inform the classteacher(s) before responding to a query about a child's current state and presentation.

Attendance at Safeguarding Conferences/Meetings/Case Reviews

A Named Person normally attends Safeguarding meetings.

This is ideally the Named Person who has had most involvement with the particular case or family; where s/he has already attended meetings, it is good to foster continuity and relationships by continuing in this role.

Prior to the meeting, it is that Named Person's responsibility to collect and collate information from across school, including a report from the class teacher.

For a Child Protection Review, reports are sent in advance to the Chair, who is normally an officer from the Child Protection Unit.

For Core Groups, reports are less formal and normally taken along in person on the day.

As well as consulting class teachers and other teaching staff, the Named Person may well need to check attendance through the Administrator's Office, punctuality and parenting issues through the Home/School Liaison Officer, the appropriate 'At Risk' file and In-Tray, the other Named Persons, and the Assertive Discipline box.

After the meeting, the Named Person should give a brief account of relevant points and outcomes to the classteacher and others in school that have a need to know. They should also be kept informed of the arrival of conference notes and other relevant information.

On occasions, others may attend and/or be sent reports directly in their own name. In the interests of effective communication and security of sensitive documents, these should always be passed to a Named Person. 'Personal' copies should not be retained.

Supporting pupils at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging or defiant. Alternatively, they may be quiet, moody, withdrawn, passive, or vary considerably from day to day.

A Pastoral Support Plan will be maintained to co-ordinate efforts to keep a vulnerable child in school.

School, or others, may decide that effective inter-agency working may be facilitated by requesting a CAF. This is a Common Assessment Framework referral, which seeks to link and co-ordinate the efforts of different agencies to support a single family. Professionals meet together with the family so that everyone hears the same information and knows what everyone else is doing. This rationalises and improves the process of planning and delivering support and reduces the burden on families of having to attend multiple meetings to cover overlapping content.

In order to initiate a CAF, we have to first register it through the Bradford CAF helpline. Staff are available to support the process.

Inter-agency meetings to co-ordinate support may of course happen with or without a CAF; if a CAF is not in place, these are often designated TAC meetings (Team Around the Child).

Children's behaviour and demeanour can also alert staff to possible safeguarding issues where none were known of previously; this is especially the case when a child transfers to school from elsewhere and little or nothing is known of the family background. Any such suspicions should be reported to a Named Person, who will check with the Child Protection Unit to find out if there is any record of agency involvement or referrals unknown to school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support all pupils through:

- a) the curriculum - to encourage self-esteem and self-motivation, develop resilience, and teach children to keep themselves safe, including online;

- b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c) the implementation of school behaviour management policies as stated in the Assertive Discipline policy;
- d) a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- e) regular liaison with other professionals and agencies who support the pupils and their families.
- f) a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.

We recognise that research shows that children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be recognised that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

Children who are 'Looked After' by the Local Authority (LAC/CLA)

Children who are in the care of the Local Authority form a particularly vulnerable group and we have a particular duty to monitor their wellbeing and progress. The Assistant Headteacher has responsibility for LAC in school and is accountable to the Virtual Headteacher for the LAC group in Bradford. This involves termly tracking of progress, attendance at LAC Reviews, ensuring that Personal Education Plans are current and appropriate, and deploying resources effectively, including Pupil Premium funding.

Private Fostering Arrangements

Sometimes children have to be looked after by other adults, for instance if parents travel to Pakistan or a lone parent has to go into hospital. Usually, the privately-arranged carers are close family members such as a grandparent, aunt or uncle. If not, and the arrangement lasts for 28 days or more, school staff have a duty to make a safeguarding referral.

A referral will also be made if there are reasons to doubt that a child's carers are his or her parents.

Children who may be at risk of developing extremist or anti-British views and attitudes

The 'Prevent' Strategy (2011) places a duty on schools to:

- Protect pupils from extremist material;
- Promote community cohesion;
- Prepare pupils for life in a diverse and multicultural society.

The whole school and its ethos should exemplify principles of tolerance and respect for all, and every member of staff and Governor has a professional duty to set the highest possible standards of interaction with pupils, families, members of the wider community, and each other.

Bullying and racism are taken very seriously under the school Behaviour policy.

Internet usage and resources are closely monitored to prevent any access to extremist material on site.

Within the curriculum, opportunities are taken to appreciate other places, times, peoples and beliefs. Younger pupils are introduced to ideas such as fairness while older pupils explore current affairs and concepts such as human rights.

This links with the Equality Act 2010 and school's Equalities policy published on the website.

If staff become aware that a child or adult is expressing extremist views or indicating exposure to extremist material, they should pass the concerns on to a Named Person immediately.

Children who may be at risk from trafficking or sexual exploitation

Irregularities may be evident at time of admission or departure. After enrolment, there may be unexplained absences and behavioural indicators. Any suspicions should be referred to a Named Person. Any investigation must be handled sensitively to avoid provoking disappearance or abduction.

Children are protected in an open, trusting environment where there are positive relationships with staff, where they know what to do if something is worrying them, and where the curriculum supports them.

Girls who may be at risk from female genital mutilation (FGM)

FGM is common in some countries and cultures but is regarded as abusive and illegal in Britain. As it often affects girls of primary school age, staff need to be aware and vigilant and take any suspicions immediately to a Named Person as a child protection matter.

Warning signs include having a sister who has suffered FGM; coming from a country where it is commonplace (eg Somalia, Guinea, Djibouti, Sierra Leone, Egypt, Sudan and a number of others); having unexplained absences, urinary and toileting problems; difficulties standing and moving; and sudden changes in behaviour and character, particularly after an absence, and particularly after a visit to the home country or a long holiday.

Children are protected in an open, trusting environment where there are positive relationships with staff, where they know what to do if something is worrying them, and where the curriculum supports them.

If any member of staff discovers that a girl may have suffered FGM, they MUST (by law) report it to the police.

Safe School, Safe Staff

Safeguarding is not simply about things that happen outside school. The school itself has to be a safe place, in terms both of the people within it and the procedures they follow, having regard to the principles of good practice described in 'Safe Working Practice for the Protection of Children and Staff in Education Settings'. Staff induction includes a Code of Conduct which is also displayed on the staffroom wall. It is also available on the T drive and available to parents on request.

Recruitment and Selection

Ensuring children's safety from abuse is a key part of appointing staff. Newby Primary ensures:

- Advertisements are designed to demonstrate that Safeguarding awareness is high on the school's priorities and that the school will be proactive in questioning prospective applicants about Safeguarding. They carry the words: *"Our school is committed to safeguarding and promoting the welfare of children. The posts are subject to enhanced disclosure check from the Disclosure and Barring Service."*
- Standardised application forms are always used and CVs are not accepted.
- Disclosure and Barring Service checks are made in all cases. A single, easy to review list of staff is maintained (SCR, see below), showing the dates of all DBS checks.
- All references are taken up and verified.
- Qualifications and experience are validated. Photocopied qualifications are not accepted.
- Employment records are scrutinised and any career break, sudden job change or dismissal is examined.
- Prospective or new employees are asked a safeguarding question during the interview process,
- During induction, further training can be arranged where necessary.
- At least one member of every appointments panel holds a Safer Recruitment qualification.

Further information about safe recruitment is contained in the separate Recruitment and Selection policy.

Single Central Record (SCR)

There is a Single Central Record held by the Finance & HR Administrator, who is responsible for ensuring it is up-to-date and adheres to national requirements. All adults working in school when children are present are subjects to these checks, including any who are self-employed.

Supply/Agency Staff/LEA and other staff

We only use reputable agencies that demonstrate an awareness of, and commitment to, safeguarding. Every agency we use has a contractual obligation to ensure that staff they send us have been DBS checked.

Staff working for the LEA, Children's Social Care, Police and Health are covered by the DBS requirements within their own organisations and the requirements of the BSCB.

Bringing Other Adults in School

An Enhanced DBS check, including barred list information, is made for everyone who is engaged in Regulated Activity, such as an overnight stay, health or personal care, or unsupervised contact, or who works regularly in school (whether paid or not). This includes parents and volunteers. 'Regular' means once a week, or four times a month or more. Our practice is in line with KCSIE (2016) Part Three.

All contractors or their employees are subject to the appropriate level of DBS check, which as long as they are not involved in Regulated Activity, will normally be an enhanced check *not* including barred list information.

A parent who accompanies a one-off trip would not normally be expected to have a DBS check but all staff must be aware of who has, and who has not, and deploy helpers accordingly. For example, an 'uncleared' parent or other helper should never be left alone with children and have unsupervised contact.

The person who does the 'hiring' assumes an active responsibility for considering safeguarding requirements, and this has to begin from the moment they begin to consider offering a job, placement or helper role in school.

When we are offering a placement to someone from another institution (eg Teacher Training) we ask about its own vetting arrangements to satisfy ourselves that they are thorough. This includes secondary school Work Experience placements; we do not accept 'cold callers' but only deal school to school so that we can stipulate that any student placed with us must not have a previous record of bullying or abusive behaviour. Their own school is responsible for judging that they are 'safe', though they should never have unsupervised access to children. As regards their own safety as minors, we are responsible for safeguarding them while they are in our school, just as would apply to our 'own' pupils. As a point of information, under 16s cannot be subject to DBS checks.

Reporting Concerns – 'whistleblowing'

The Serious Case Review *'The Sexual Abuse of Pupils in a First School'* (25th January 2012) highlighted the need for staff to know what to do if the conduct of a colleague was causing them uneasiness. Although it is recognised that staff may feel reluctant to pass on concerns to a senior colleague, it is imperative for a school to have a culture of professional openness. Any report will be treated tactfully and confidentially; it also pays a colleague the respect of giving them the opportunity to refute any unfounded suspicions. It can also be a useful training point to save them from any future misunderstanding: "staff are responsible for their own actions and behaviour and should avoid any conduct which would allow any reasonable person to question their motivation and intentions" (p9).

There is a separate full and comprehensive Whistleblowing policy.

Site Safety

The school itself has clear security policies and during school hours all visitors are required to enter via the Front Reception desk and sign in. They wear a badge at all times to show that they are authorised visitors. All staff are instructed to politely challenge any stranger in school who is not wearing a badge.

Following a site security review, most gates into the site are locked during the school day and all entry and exit is channelled through the front lobby with its double door system.

After the start of the school day, the movement of adults through the building is limited and supervised.

However, the site cannot be made completely secure – a determined intruder can always find a way in - and it is therefore vital that whenever children are outside they are supervised. Any unknown adult entering the grounds or loitering on the perimeter should also be politely challenged; if they are behaving in an aggressive or unpredictable way the children need to be moved indoors and police alerted.

Adults using the Community Room during the school day should enter and leave promptly and not be unsupervised on site during the school day. This is the responsibility of the event/course organiser, monitored by the Office Manager or Parental Involvement Worker responsible for booking the letting.

The same applies to organisations using School House; the community group making the booking is responsible in this case.

The Sports and Arts complex (hall and multi-use games area) only becomes available for community use after the end of the school day and at weekends, and so should not pose a problem. Others ought not to be using it when Newby children are outside on site and if any are doing so they must be asked to leave. Should they refuse, the police are called.

Newby is responsible for the recruitment and training of its own staff who service the community buildings but not for the safeguarding procedures of groups who book the facilities. However, if Newby staff have safeguarding concerns about the organisation, activities or staffing during an Out-of-School letting they still have a duty to report them.

The car park gates are closed for 10 to 15 minutes either side of 8.55 and 3.30 in the interests of traffic safety. This means that children who are picked up by taxi remain supervised in the lobby until taxi entrance is allowed at 3.45. Individual arrangements are made for disabled pupils or parents.

Taxi drivers collecting children are required to show their photo identity badges. All licensed taxi drivers in Bradford are required to have undergone DBS checks.

Children going home or to appointments within the school day must always be collected from the front lobby, and their movements out and in must be recorded. This includes children who go home for lunch.

Collection from School

Up to including Year 2, we expect all children to be collected by an authorised adult. In Years 3 and 4, some parents authorise their children to be collected by older children such as siblings. We insist on having this authorisation in writing, otherwise the default position is that we will only allow a child out of school with an authorised adult.

In Years 5 and 6 the presumption is that children may go home alone unless we have been instructed otherwise.

Office staff provide all class teachers with lists. Exits must be supervised, and all staff responsible for that supervision must be aware of and alert to agreed arrangements.

Where it is agreed that children may leave without an adult, this must always be at the agreed time (for example, not before 3.30 or before an after-school club is scheduled to finish).

Collection of pupils after clubs

The person running the club must ensure they obtain or have available full contact details and parental authorisation of after-club travel arrangements. Unless allowed to go home alone, children must be supervised safely inside school until they are collected.

Changing for PE

Years 4, 5 and 6 change in single sex rooms.

Younger children often change in the classroom, and in the interests of privacy, if parents or others are abroad in the grounds it is recommended that classroom blinds are drawn where necessary.

Third Party Assault

If a child is assaulted by someone who is not a member of school staff or a parent/carer, or alleges/discloses assault, the parent should be informed immediately and the matter discussed with them. It is the parent's responsibility in the first instance to decide on appropriate action. If the parent fails to act and leaves the child at continued risk then that may become a matter of neglect.

If there may be a risk to other children as well, then school will need to follow safeguarding guidelines and make a formal Child Protection referral.

Alleged 'mosque beatings' are a particularly sensitive case of Third Party Assault. A lot of work has been done to raise awareness of safeguarding in this context. The local police need to be informed of incidents as well as Safeguarding; concerns will often trigger a LADO referral, and this is all the more important as parents may come under community pressure to let a matter drop.

The LADO is the Local Authority Designated Officer to whom all allegations of abuse by staff/adults responsible for children in any setting must be referred. There is a strict procedure followed in such cases.

Holding, Touch and Physical Contact

It is not practically possible (and nor would it be desirable) for staff to avoid all physical contact with children. Education Bradford policy is clear on this matter: "It is not intended that guidance should deter normal physical contact between staff and children... for some youngsters physical contact may form an important element of their everyday education... Staff may have to undertake intimate activities such as washing, cleaning or changing the children. Staff should feel able to express appropriate affection towards children and provide comfort to ease a child's distress." Young children in particular often seek or need physical reassurance from the adults who care for them.

The key distinction is between appropriate and inappropriate touch. Inappropriate touch is unwanted, and/or sexual or rough.

Children need to be taught through the PSHCE curriculum to distinguish between inappropriate and appropriate touch and who to tell if they are uneasy or unhappy.

Positive, open relationships between pupils and staff - the school ethos - make it easier for children to voice any misgivings.

When changing children who have wet or soiled themselves, a sensible balance has to be struck between safeguarding the child whilst respecting privacy. Doors should not be locked. Wherever possible, children should be encouraged to clean or wipe their own private parts and put on underwear by themselves so that contact is kept to the minimum. Children who need changing regularly have a Toileting Plan, agreed with parents.

Bradford's Positive Handling Policy gives sensible guidance on holding which Newby staff should follow:

Small children may be held for a number of reasons not directly concerned with control. For example, an adult may:

- *Insist on holding a child's hand when crossing the road*
- *Lead a child from disruptive/destructive behaviour by leading them by the hand or arm or by means of guiding them with an arm round the shoulder or back*
- *Separate and lead away from a fight or argument by holding them firmly.*

Whenever possible, the adult who holds a child for these or similar reasons should have an established relationship with the child and should explain what they are doing and why.

Holding should never arouse sexual expectations or feelings and should cease if the child gives any indication of this.

Staff should be careful where they hold children, avoiding, for instance, contact with breasts or genitals.

If the child forcibly resists or demonstrably objects to being held, holding should be discontinued and alternative approaches considered, ideally in consultation with other staff.

'Reasonable Force' to control or restrain a pupil

The use of reasonable force is treated by s550A of the Education Act 1996. The most recent DFE Guidance is Use of Reasonable Force (2013). Newby adheres to this national guidance as supplemented by Education Bradford's policy and guidance on Positive Handling.

Corporal punishment is unlawful and not condoned in any form at Newby. It includes:

- Slapping
- Throwing missiles
- Pinching
- Squeezing
- Shaking
- Rough Handling

However, teachers do have a common law duty to act as any reasonably prudent parent would, and are required to exercise it "in a manner which promotes the children's welfare and good order."

Teachers "and other persons authorised by the Headteacher to have care and control of pupils" may use reasonable force in order to

- Avert an immediate danger of personal injury to the young person, another person, or themselves;
- Avoid immediate danger of serious damage to property;
- Prevent a criminal offence being committed;
- Prevent serious disorder and ill-discipline.

Physical intervention must be deliberate and controlled and employ the minimum amount of force required. Staff should always try to avoid the need for physical restraint, through anticipating and using strategies to divert or defuse a situation. It is only to be used where necessary, as a last resort, and be proportionate to the seriousness of the circumstances.

Every effort should be made to secure the presence of other staff before applying physical force, and it should not normally be attempted unless at least two members of staff are present. The only exception to this is when there is an imminent danger of harm, the general duty of care demands intervention, and the member of staff feels confident of success.

Staff must never:

- Use any neck-holds
- Put excess weight on any area
- Slap, kick, punch, poke, pull hair or bend fingers
- Apply pressure that works against the joints
- Threaten or inflict pain
- Approach head on, face-to-face

Staff should:

- Preferably use holds that will take the child to a seated position rather than to the floor
- Take account of the child's age, gender and stage of development
- Minimise movement and the risk of toppling over
- Continue to talk calmly and try to defuse the situation

Where the need for physical restraint can be anticipated, it is good practice to discuss the nature and boundaries of such restraint with the parents, and where appropriate, the child, so that all are clear about what will happen in given circumstances.

When physical force has had to be employed, except minor or trivial incidents, there needs to be contemporaneous written recording of the event. There is a standard school form for this, kept in the Physical Intervention Record file maintained by the Designated Safeguarding Lead.

The Incident Book is reviewed termly by the Headteacher to consider any training implications. Records are kept for 25 years.

Guiding, as opposed to *restraint*, does not have to be recorded; nor does picking up a child in Early Years in order to comfort them if they are upset.

Post Incident Support must include liaison with parents and talking about it with the child when they are fully calm. This may help to identify triggers and avoid repetition of the behaviour. Staff may also need support and guidance.

Advice may be sought from the Assistant Headteacher who has been trained in Team-Teach, a programme in 'Positive Handling Strategies within a Holistic Framework.' Fundamentally, physical intervention is regarded as the (often avoidable) end of a long spectrum of strategies to plan, divert, defuse and de-escalate. These include use of space; creating physical and learning environments that are safe, comfortable and respectful; diversions; calm stances and non-threatening facial expressions; low tone, volume and pace in verbal communication; careful choice of words; physical reassurance; guiding and escorting.

Behavioural difficulties will be addressed through the school's Assertive Discipline and SEN procedures and planning processes. School will liaise closely with parents and use a variety of positive methods to prevent dangerous, disruptive or destructive behaviour. Occasionally, a very challenging child may require their own individual Positive Handling Plan.

Touching

Staff need to use professional judgement when involved in intimate care as to whether two members of staff need to be present. One is generally sufficient, and this helps preserve a child's privacy and dignity. Where staff such as members of the Special Care Support Team are necessarily in regular close contact with children (for example, changing nappies) it is good practice to explain to parents the detailed arrangements for this, including location and staffing, and to outline arrangements in a Personal Care or Toileting Plan.

Physical contact must not be in response to, or be intended to arouse, sexual expectations or feelings.

Age and gender are relevant considerations in deciding what is appropriate physical contact.

Cultural factors are also significant in this respect.

Where a member of staff feels that it would not be appropriate to respond to a child who is seeking physical comfort, the reasons for denying it should be explained to the child at an appropriate level and the child should be comforted verbally instead.

If there are any concerns, staff should try to ascertain, through discussion with parents and other professionals, the significance for the child of physical contact with adults.

If it is found that a child is simply not comfortable with physical contact, this should also be taken into account.

Searching Pupils

A teacher may search a pupil if s/he has 'reasonable grounds' for suspecting that pupil is in possession of a prohibited item, eg a knife, drugs, stolen items. The teacher should be of the same sex and there should be another same-sex staff member present as witness (DFE, 2013).

The use of force to prevent truanting from school premises

In the first instance, staff should explain and remonstrate with the child. They may temporarily hold a child by the arm.

As leaving the school could be considered likely to put the pupil at risk, it would normally be considered reasonable to physically intervene to prevent it. Any decision should however be made in the light of the general principles outlined above.

If a child does actually abscond from the premises, this procedure should be followed:

- Try to call back the child, and watch where they are going;
- Do not give chase, as a child is more likely run into the road;
- Send for a member of senior staff immediately;
- The member of senior staff will decide whether it is appropriate to follow the child;
- In any case, the next step is to dial 999 and inform the police, as an unsupervised child out of school is inevitably at risk;
- The parent must also be contacted immediately and informed of the situation.

Protecting staff against allegations

Staff should use common sense and avoid situations that could give rise to allegations of abuse.

They should also protect themselves by understanding and adhering to the contents of this policy.

They should avoid being in confined ‘private’ places with children, especially one-to-one; the open plan classrooms are an asset in this respect. However, a child who needs intimate care should have their privacy respected, and where this forms part of a care strategy negotiated with parents, this overrides the general rule.

If staff do have to spend time alone with a child, they should let others know where they are going and why.

Senior staff dealing with children on ‘severe’ as part of Assertive Discipline should do so in a place where other staff could act as witnesses, or at least leave their door ajar. It is acknowledged that this can sometimes be difficult to combine with the need to maintain confidentiality and a child’s dignity.

Staff should be particularly aware of children/parents who have made previous allegations of abuse, whether in the current school or elsewhere, and avoid any unwitnessed contact with such pupils. Children who display sexualised behaviours should also be treated with especial caution.

Staff taking pupils in their cars are at particular risk (especially males, though see the section on staffing and gender below) and may refuse to do so. If it is done, they must ensure that it is covered by their insurance and the parent has consented to the arrangement. In any case, taking children out of school alone is not recommended practice. It should only be considered in an emergency when not to do so might in itself leave the child at risk.

Staffing and gender

Newby adheres to Education Bradford policy that “it is not appropriate to distinguish between male and female staff in terms of the direct work involving care and control that they carry out with children” (Positive Handling 2d).

In real life, however, situations are not always clear cut and other factors sometimes have to be considered. For example, staff need to have regard to cultural expectations and concerns. They also need to be aware of the need to try to protect themselves against allegations and not put themselves in potentially awkward situations. They must express any misgivings/dilemmas to their line manager who will judge individual cases, consulting colleagues and/or taking legal advice as necessary. However, where there is any incident which requires immediate action on Health and Safety grounds, the duty of care means that this must always be put first.

Staff who face allegations of abuse

Newby adheres to Education Bradford guidelines as published in 'Managing Allegations of Abuse'.

Allegations against the Headteacher should be passed immediately to the Deputy Head who must in turn inform the Chair of Governors, who in turn informs the Education Lead Officer (Principal ESW).

Allegations against other members of staff should be passed to the Headteacher, who consults the Lead Officer.

Schools are advised to avoid over-hasty decisions to suspend staff. Investigations do have to be undertaken as a matter of urgency but also need to be sensitive, thorough and professional.

In the case of an allegation being made against a member of staff, Newby Primary School would adhere in full to the procedures laid out in local and national guidance. This means that pending investigation a member of staff will not be allowed unsupervised access to children, and in some cases may be required to stay at home pending investigation. It should be recognised that an allegation can be made against anyone at any time, and may be the result of misunderstanding or malice. The procedures for handling allegations are designed to protect the member of staff as well as to make sure that children are safeguarded. Bradford's Lead Officer (Jennie Sadowskyj) is contacted immediately and a LADO referral is made. The school can only start to ask questions and investigate the allegation once a matter is released for internal investigation, which happens if police and Children's Social Care decide that they are not going to pursue their own investigation or prosecute. If staff have children of their own, their care may also be checked as an element of standard procedures. However, the underlying principle is that 'if you haven't done anything wrong, there's nothing to worry about,' and it is the thoroughness and impartiality of the process that protects the member of staff by making it possible to refute the allegation and to be fully cleared.

Vetting and Barring

If a member of staff is dismissed or resigns because they harmed or posed a risk of harm to a child or vulnerable adult, the school as an employer has a statutory duty to refer this information to the Independent Safeguarding Authority; it is a criminal offence to fail so to do (VBS, 2009).

Photos and Videos

Photos and videos can be important learning aids and many children and families are keen to build their own archives, keep souvenirs and foster a sense of pride and growth.

Care does however need to be exercised about where photos are taken, by whom, for, whom, and why.

Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998, and the use of them requires consent. Some parents do not like any photos to be taken of their children. In a small number of cases, such where a child is from a family that has fled from violence, or where abduction threats have been made, the publication of photographs could put them at risk of harm.

Parents sign a consent and agreement form on entry to school.

This seeks generic consent for photos to be used in a child's own records, on internal displays, on school letters, and on the school website. Many parents consent to all, but some are selective. It is therefore important for staff to be aware of the specific photo permissions granted in respect of every child in a class. The school office staff provide lists to every classteacher.

Parents are also asked whether their children can take part in monitored and protected online activities (skyping, blogs, sheltered social media etc). Any such usage must be in accordance with the curriculum, eSafety policy, and the ICT Acceptable Use Agreement, and is linked to our work teaching children about how to keep safe online. Photographs are never taken of children when changing, undressing for PE, or swimming.

Any filming or photography to be used outside school (eg for Bradford LEA, the press, student evidence portfolios) needs the parent to give specific consent. There is a standard letter which needs only the insertion of a central paragraph to explain the nature and purpose of the photography. School will also check whether or not third parties will retain images for further use or syndication.

Where photographs of children are published, it is good practice to avoid naming the pupil. Similarly, if a pupil is named – say in a newspaper report – it is recommended that their photograph is not used.

Parents are asked not to take photographs at school events to try to prevent the capture of other children's images. They sign an agreement to say they will not. Wherever possible, staff arranging an event to which parents are invited will offer a controlled opportunity for photos to be taken. Parents are frequently reminded that photos should not be taken, and where possible staff will remind them again if they are observed taking pictures, and request that they desist.

However, in an age when most people have camera phones it is not possible for school to guarantee that a child's photo could never be taken, intentionally or inadvertently, by someone else. Every time each of us leaves our own house there is a chance that our picture may be taken, whether in the background of someone's Instagram snap or on a street surveillance camera.

Parents also sign to say they are aware that they should never upload a photo of anyone else's child onto social media, and that doing so may be an offence against the Data Protection Act.

We are aware that technologies continually change and review our policy on photographs accordingly.

Mobile Phones

Most mobiles now function as cameras. This has led to heightened sensitivity about the use of personal mobiles around children. Staff should therefore not use their own mobiles with children and should never use them for taking photos or videos of them.

Home Alone

If a member of staff discovers that a child may have been left home alone, the correct procedure is to dial 999 and summon the police.

Named staff/personnel with specific responsibility for safeguarding

Academic Year	Named Persons	Nominated Governor
2011/12	Michael Latham Philip Jones	Elaine Palframan
2012/13	Janice Stephenson Philip Jones	Elaine Palframan
2013/14	Janice Stephenson Philip Jones Claire Thompson	Elaine Palframan
2014/15	Janice Stephenson Philip Jones Claire Thompson	Elaine Palframan
2015/16	Janice Stephenson Philip Jones Claire Thompson	Elaine Palframan
2016/17	Janice Stephenson Philip Jones Claire Thompson	Elaine Palframan
2017/2018	Janice Stephenson Claire Thompson Andrew Ramsden Gareth Baterip	Elaine Palframan

Ratified by Governors on

Signed.....

Chair of Governors.
Jackie Walters