

Safeguarding Policy



We can and we will

GLEBE PRIMARY SCHOOL

Safeguarding Policy

School Designated Safeguarding Lead: Melanie Penney (Headteacher)

To deputise in her absence: Katie Rhodes & Jennifer Griffiths

(Deputy Headteachers)

Safe Guarding Team: Melanie Penney, Katie Rhodes, Jennifer Griffiths, Clare

Sheldon & Allison Bales

Governor Responsible for Safeguarding and Child Protection: John Buckingham

To deputise in his absence: Mrs Patricia Swindells

Mission Statement:

At Glebe school we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction

The health, safety and well-being of all our pupils are of paramount importance to all the adults who work in our school. All pupils have the right to opportunity and protection, regardless of age, gender, race, culture or disability.

Aims and objectives

This policy is designed to ensure that all staff are clear about their responsibilities with regard to the promotion of pupils' welfare and the actions necessary, should they have a concern about a possible child protection issue. Its aims are:

- To encourage the promotion of opportunities to help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being;
- To raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
- To ensure effective communication between all staff when dealing with child protection issues;
- To lay down the correct procedures for those who encounter an issue of child protection

While this policy focuses predominantly on issues around child protections (including neglect, abuse, exploitation etc.) all staff should be very clear about the safety of children in all aspects of school life. Therefore, we should be very clear on all aspects of health and safety across the school and the policies and procedures to keep children safe and well. These include policies and procedures for off site visits, start and end of school procedures, play and lunchtime procedures and after school clubs and activities. It is imperative that all staff are fully conversant with the expectations on safety in school. The staff handbook gives a clear summary and signposts the additional information.

Legislative background

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The *Education Act 2002* places a statutory duty on all schools to safeguard children, to promote their welfare and to ensure everyone plays their full part in safeguarding children from abuse and neglect.

Every Child Matters (2003), the government's vision for children's services, proposed reshaping children's services to help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

The *Children Act 2004* is the legislative spine for the reforms, supporting: partnership between Local Authorities and local service providers; accountability, with LAs appointing Directors of Children's Services and Lead Members to provide vision and impetus for local change; sharper focus on safeguarding, with Local Safeguarding Children's Boards replacing Area Child Protection Committees; and inspection, with Joint Area Reviews assessing how successfully services are working together to improve outcomes.

The DFE has published a series of helpful guides, including *Working Together to Safeguard Children (2013)*, *Guidance for Safer Working Practice for Adults who work with Children and Young Adults in Education Settings (2009)* and *Keeping Children Safe in Education (2018)*. On a reasonably regular basis updates are issued and incorporated in to this policy as necessary.

This policy should be read in conjunction with other key safeguarding policies – bullying, equal opportunities, restraining, Security, First Aid, Health and Safety, Special Educational Needs

Definitions (from *Working Together to Safeguard Children*)

'Safeguarding and promoting the welfare of children' is activity which is proactive and promotes safe and effective care for all children.

'Child protection' refers to the activity taken to protect specific children who are suffering, or at risk of suffering, significant harm.

'Significant harm' is the threshold that justifies compulsory intervention in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. It may be a single traumatic event, or may be a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical or psychological development.

'Neglect' is the persistent failure to meet the child's physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

'Physical Abuse' is physical injury to a child caused, for example, by hitting, shaking, throwing, scalding, or poisoning where the injury was deliberately inflicted or knowingly not prevented.

'Sexual Abuse' involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, or non-contact activities such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

'Emotional Abuse' is the severe adverse effect on the behavioural and emotional development of the child caused by persistent or severe emotional ill-treatment or rejection.

Safeguarding and the Promotion of Children's Welfare

- **All staff** must contribute towards the creation and maintenance of a safe learning environment.

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- The culture of Glebe Primary, encourages children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. The example set by the teachers and other staff; school policies such as Anti-bullying, Welfare and Equal Opportunities; assembly, PSHE and Circle Time; curriculum work in subjects such as RE; charitable work; visiting speakers and the experience of residential trips all promote these values.
- All members of the school community including staff and pupils have a duty to report any concerns that they may have with regard to the safety of each other in general and the safeguarding of children in particular. Concerns should be reported to the Designated Safeguarding Lead (DSL)- in this case the Headteacher or a member of the DSL team in their absence – children may wish to do this through their class teacher or another adult that they feel comfortable with. All concerns, however minor they may seem, will be treated seriously and followed up accordingly (see school Whistleblowing Policy).
- Safeguarding incidents can happen anywhere at any time so all staff should be alert to possible concerns being raised

We require all adults employed in school and helping voluntarily on a regular basis (see school procedures on DBS checking) to have their application vetted through the Disclosure and Barring Service to ensure that there is no criminal record or evidence of offences involving children or abuse. All adults will have a fully enhanced check. It is the school policy, to carry out enhanced checks on all adults working or volunteering in school.

Members of the Governing Body are also expected to gain DBS clearance on their appointment to the GB.

From January 2015 we now also require all adults working in school (including volunteers and members of the governing body) to complete and sign a Childcare Disqualification declaration. Where declarations indicate possible sources of disqualification the Headteacher will refer the matter to Schools HR for further advice including possible suspension pending future disqualification.

Recruiting procedures and vetting checks for staff and volunteer helpers will follow the requirements laid out by the Disclosure and Barring Service.

Staff training will be provided to:

- ensure that staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's welfare;
- ensure staff are aware of how to recognise and respond to safeguarding concerns;
- support and promote inter-agency training.

All staff will receive Level 1 training, refreshed every three years. New members of staff receive training as part of their induction to the school (this is led by the DSL/Deputy DSL). The Designated Safeguarding Lead and Deputy undertake Level 3 Training (Working Together to Safeguard Children) refreshed every two years. At the start of each academic year, staff receive any updates to this policy and a refresher in terms of their obligations around safeguarding and the key aspects in ensuring pupils are kept safe.

All staff have received, and signed to confirm this, a copy of the document Keeping Children Safe in Education along with the Guidance on Safer Working Practices for Adults who work with Children. We expect all staff to follow these guidance documents and be fully aware of their responsibilities. New staff receive these documents as part of their induction.

Staff must read the guidance and be clear that:

- The designated safeguarding lead (DSL) and any deputies are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns
- As part of the systems within your school which support safeguarding, staff must be aware of:
 - The behaviour policy and safeguarding response to children missing education
 - The role and identity of the DSL and the safe guarding team.

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- If staff have **any** concerns about a child's welfare, they should act on them immediately
- Staff should speak to your DSL and follow your school's child protection policy if they have concerns about a child
- The options after staff have spoken to the DSL about a concern include:
 - Managing any support for the child internally via your school's own pastoral support processes
 - An early help assessment
 - A referral for statutory services
- Information sharing is vital to good safeguarding
- Generally, the DSL takes the lead on early help cases
- All staff should raise any female genital mutilation (FGM)-related concerns with the DSL or deputy
- Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare ('contextual safeguarding')

Non School Employees Working in School

A number of non-school employees work in school each week. If they have contact with children, then they should be fully DBS checked. These groups include for example:

- Supply Teachers
- Music Teachers
- Sports Coaches
- Speech and Language Therapists
- Education Psychologists
- After School/lunchtime Club providers (including The Fun Zone)
- Behaviour Support Team
- Education Welfare Officer
- Teachers of the Deaf

All of these people are required to demonstrate that they are fully DBS cleared and must present their original disclosure record to the school office to make a note of their details i.e. disclosure number, dates etc. They will also need to present photo identification of who they are e.g. a passport. All identification is printed and photocopied and kept on file in the school's Central Register.

Supply teachers from agencies will have their DBS details emailed through prior to their supply day. These details are kept on record and then crossed checked on their arrival. Supply teachers, from the agencies used, are guaranteed to have DBS clearance. Additionally, identification is still required on the morning of their booking prior to contact with the class.

Visitors should read the guidance for visitors (appendix 4) when arriving at school. They will also be presented with Glebe's Safeguarding Information for Visitors' leaflet and an identification lanyard; if they present their DBS clearance certificate on arrival and/or are already on our Single Central Record they will be given a red lanyard, if we do not have sight of their DBS clearance or details of their DBS number they will be given blue lanyards. Visitors who are given a blue lanyard should not be left unattended whilst they within Glebe's school grounds and if found unaccompanied, will be challenged immediately.

While the school endeavors to have no non DBS checked people in school while children are on site, at times this may not be possible e.g. for emergency maintenance work, or work that cannot be completed at any other time such as –

- Technical Support e.g. copier
- A plumbers fixing a leaking tap etc. and other 'one off' contractors

Increasingly contractors who have regular school contracts will have DBS clearance e.g. grounds maintenance, Inspire IT Support, many contractors who are identified through the LA list. In these cases, DBS details are recorded and identification confirmed. In these situations, given there is no direct contact with children, the particular contractors may be able to undertake their duties

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unsupervised. When contractors are not DBS checked then they will need to be supervised during the course of their visit. This will normally be by the site manager who will also liaise with regard to Health and Safety issues as necessary. When the school begins to use a contractor on a regular basis the contractor may be asked to gain DBS clearance.

All visiting contractors are issued with the guidance notes on expected conduct while in school (see appendix 1).

Child Neglect and Abuse - Identification and the Decision to Report

Dealing with child abuse is rarely straightforward. In some cases, a child's disturbed behaviour, or an injury, may clearly suggest that the child has been abused. In many situations, however, the signs will not be so clear cut and decisions about what action to take will be difficult. All staff must remember that safeguarding incidents could happen anywhere and at any time so all should be alert to possible concerns being raised in school.

Staff do need to be aware that there is a difference between a concern and the risk of a pupil being in immediate danger and at risk of harm. The key is to ensure information is communicated to the DSL who will assist in the next steps with individual pupils.

Where members of staff have any suspicions of abuse they must immediately make their concerns known to the DSL or deputy in their absence. It is the DSL's responsibility to ensure that an appropriate course of action is taken that will lead to the protection of the child. Concerns reported by pupils about another pupil should be taken seriously and should be investigated appropriately. Referrals should be made using the school referral form (see appendix 2)

Child-on-child sexual violence and sexual harassment (part 5 of Keeping Children Safe in Education)

Part 5 is new and provides guidance on how you should respond to reports of child-on-child sexual violence and sexual harassment.

The 13-page section explains what schools should do **immediately** after such a report. You must decide whether to:

- Manage the case internally
- Seek early help with a multi-agency approach
- Refer to children's social care
- Report the case to the police

Sometimes staff may be reluctant to refer because of the fear that if suspicions are wrong the ensuing investigation may be damaging to the child and the school's relationship with the child and the child's parents. The consequences of reporting suspected child abuse and being wrong can be difficult. The consequences of not reporting suspected child abuse or neglect can be fatal.

Procedures for staff who have concerns about a child's well being

1. Staff should make an initial note of any concerns, immediately, on one of the child protection referral forms. (These are located in the staff room – on the notice board. Copies are also available in Mrs Penney's, Miss Rhodes, Mrs Sheldon's and Miss Griffiths' offices). Notes on the form should refer to exactly what was said using quotes if possible. Do not add any assumed information or your thoughts; it must be purely factual (e.g. don't write a cigarette burn if that hasn't been explicitly stated)

- **Receive:** Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgement. Take it seriously.

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- **Reassure:** Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously. Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns. Tell the child that you will need to tell some people, but only those whose job it is to protect children. Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.
- **React:** Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions. Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions. **Use TED to ask open questions. Tell me..? Explain to me? Describe to me...?** Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English. Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and whom you have to talk to.

2. Concerns should be given immediately to the DSL (or one of the deputies if unavailable). Do not consult with anyone else about your concerns (this wastes precious time and releases confidential information).

3: The DSL will act as appropriate. This might involve: a) recording concerns and advising staff to keep a watch for further evidence of neglect or abuse; b) telephoning Children's Services or other relevant agencies for advice; c) notifying Children's Services of the concerns and then following up with a written referral if appropriate.

All staff may raise concerns with children's social care, if they believe there is a risk of immediate serious harm to the child. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.

Early intervention is always key. Some children may need some early help, for example if they are going through a difficult period as a result of a bereavement. Staff should be vigilant to this and support pupils and interact with parents. The school also has a nurture room – here children receive support from the Pastoral Support Worker who can provide early help to children. They have received level 3 safeguarding training so will also be able to assess, in consultation with the DSL, whether further action needs to be taken.

Allegations of Abuse by a Member of Staff including the HT

Any allegation that a member of staff or other adult has abused a child must be reported immediately to the Head (DSL). There should be no delay in reporting any suspicions (e.g. in order to gather further evidence). **All staff have a duty to report any concern that they may have. Concerns about a perceived betrayal of friendship must not come in the way of reporting a safeguarding concern.**

The procedures to be followed are those laid down in the booklet 'Safeguarding Children and Safer Recruitment in Education'. *At all times the DSL will work with the LA to ensure procedures are followed accordingly.*

All staff were issued with LA guidance on the reporting of concerns regarding other staff members. This document should be referred to as necessary.

Any allegation against the Headteacher should be reported to the governor responsible for Child Protection and Safeguarding (The Chair of Governors - John Buckingham). He can be contacted by obtaining his number from the school office. He will follow the guidance laid out in 'Keeping

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Children Safe in Education 2016'. He will also work with the Hillingdon Local Authority Designated Officer (LADO) in order to follow appropriate procedures.

All staff should be familiar with the school whistleblowing policy and use as necessary.

It is important too, for all staff, to be aware of potential peer to peer abuse i.e. one pupil abusing another. Staff should be clear, and it should be made clear to the children, that abuse is abuse and it should never be tolerated or passed off as being banter or part of growing up. Any such action should be dealt with in accordance with the school behaviour policy. All staff should be vigilant to this and should be clear on the contents of the school bullying policy which may help in this process. Any concerns should always be reported to the DSL or deputy DSL in their absence.

Precautionary Advice to Staff:

There may be times when a member of staff, in the course of duty, uses physical intervention to restrain a child. This should happen only to protect the child, or other children or adults, from imminent injury or danger. The adult involved must report any such incident to H/T or D H/T immediately (see the school policy on physical restraint).

Where possible, staff should avoid situations where they are alone with a child. There will be times when a member of staff needs to be alone with a single child, for example when teaching a child with SEN, or an individual instrumental lesson, or when a child is being dealt with for a pastoral issue or reprimand. In these situations, where possible, staff are advised to conduct the lesson or conversation in a place, which is not isolated from the coming and going of other staff and/or pupils, and to leave the door open so that passers by, can see/hear what is going on. If at any time a member of staff becomes uncomfortable about one to one lessons with a particular child, they should bring the lesson to a close and speak to the Head.

There must always be at least two members of staff on the premises when there are children in the school. The After School Club staffing is organised on this basis, but the same requirement holds true for pupils taking part in extra-curricular activities.

A designated member of staff for safeguarding is available at all times during school operational hours should a member of staff have concerns they wish to discuss.

Physical contact between staff and pupils is permissible but must not be inappropriate. Appropriate behaviour would include staff sitting young children (N – Y1) on their laps or carrying them if they are hurt, upset or tired, or shaking hands with, patting the back of or giving a congratulatory hug to an older child. Inappropriate behaviour would include any kissing or sexual touching, unduly prolonged physical contact or touching a child who was not fully dressed. All staff should restrict physical contact with pupils to an absolute minimum. There should be no physical contact between a member of staff and a pupil if they are alone.

An exception to this may be when treating a pupil who is unwell, injured or has soiled themselves. In these situations the need to tend to the child will generally take precedence. Where, for example, there is a need for more intimate contact such as a child soiling themselves then a second adult should, wherever possible, be present.

Where possible, boys and girls in Years 5 and 6 should change separately and be supervised by staff of the same sex (the other group changing in the closest cloakroom area).

All staff should be particularly aware of children with SEN or disabilities. These children may be more vulnerable than their peers so there should be particular attention paid to this group within our school.

Expanded School: As the school continues to expand there is greater scope to miss potential safeguarding issues. It is imperative that all staff remain focussed on being vigilant in all aspects of

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school life and in ensuring that greater pupil numbers don't impact on ensuring the safety and well-being of all children.

Training

All staff will undertake child protection training as part of their induction process. This will be carried out as soon as possible after they start work at Glebe. The DSL or Deputy DSL will normally run this training. They will use material from the local authority (LA) which outlines the types of abuse and neglect, signs and symptoms to look for and how concerns should be dealt with and reported. The training also includes the school specific procedures on reporting and recording concerns.

In May 2018, the majority of staff received training from the LA Child Protection Advisor with follow up sessions for those who were absent. This session was also attended by a number of school governors. The materials used are now used for new staff in school, alongside information from the LGFL Safeguarding Level 3 training which all member of the DSL Team have attended. External training will be repeated on a three yearly basis. All staff will receive an annual update on child protection procedures in school e.g. changes to the school policy/procedures (normally at the start of the school year). Members of the Governing Body are offered "update training" regularly- at least once every three years.

At the start of each academic year all staff receive refresher training including updates on changes in legislation and requirements on schools and their staff. As part of this process the school safeguarding and child protection policy is updated and changes reported to all staff. Further safeguarding and child protection updates are reported to staff as needed during the course of the year. These are normally by email with an accompanying text to alert staff. The weekly staff newsletter is also used along with staff meetings.

The DSL, safeguarding team and safe guarding governor have undertaken the 'LGFL Safeguarding Children Level 3' training course. A refresher will be undertaken every two years. However, the DSL and Deputy DSLs will ensure their knowledge and skills are refreshed on an annual basis. The Headteacher, Deputy Headteacher, SENCO, Office manager and chair of governors have all undertaken training in safer recruitment – one of these will always sit on recruitment panels. The school follows the Safer Recruitment and Selection Model Policy devised by Schools Cooperative HR which was updated in September 2016.

As part of the school's training package all staff now receive annual training in Prevent so they are aware of the dangers of radicalisation, how to identify potential concerns and the reporting process for any concerns.

A record of CP training is kept in the school office to ensure all staff are appropriately trained. Visitors to the school e.g. supply teachers are reminded of their responsibility in terms of safeguarding and are made aware of the school's policy and procedures.

The Digital Age and Safeguarding:

Staff should be familiar with the schools' data protection policy and e-Safety policy. In this digital age we live in there are increasing opportunities for pupils' safety to be compromised. Therefore staff, parents and governors should be very aware of ensuring pupil safety.

Electronic Pupil Information: All information should be password protected. This includes using encrypted memory sticks when storing information. All laptops are encrypted but, wherever possible, data should be stored on the school server and minimal information kept on laptops/memory sticks etc. iPads should not have pupil information on them when being taken off site. Likewise, any photographs of pupils should be uploaded to the server so that they can be removed from iPads. iPads are not an appropriate storage devise for the long term archiving of photographs. iPads will be cleared of photographs, videos etc each term so should be stored securely prior to this.

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Parents may take photographs/videos of their own children at school events. However, parents are reminded by the school that, should they include other children, they should not be shared electronically e.g. on social media sites. The same is true of staff in school. All should be very aware that mobile phone technology makes this a very straightforward process and we should all be vigilant to ensure pupil safety. Any concerns should be reported immediately to the DSL.

Female Genital Mutilation (FGM):

This is a form of child abuse and violence against women and therefore should be dealt with within the school's safeguarding policy and procedures. Staff should be vigilant for possible use of FGM against any of our pupils. FGM is illegal in the UK but common in parts of Africa, Asia and the Middle East. It can take place from birth onwards but is most common when girls are between 5 and 8 years of age. While signs are not always obvious, adults should take note if pupils travel to the parts of the world mentioned above for no apparent reason (it may be during holiday periods). Likewise, they may be aware that girls are showing symptoms of soreness or discomfort. It is likely that any girls will be very reluctant to discuss this as they may well be aware that it is illegal and their parents can face serious trouble if found out. **Under no circumstances should any member of staff carry out an examination of a pupil to ascertain this. Any concerns should be reported to the Designated Safeguarding Lead – there is a statutory duty on all those in school to report such concerns.** For further information staff should refer to the document 'Multi-Agency Practice Guidelines – Female Genital Mutilation' (copy kept with DSL).

Child Sexual Exploitation:

This is an increasingly common type of abuse where children are sexually exploited by adults. There have been a number of high profile cases reported in the media. We should never assume that this could not happen here. **It is important to recognise that some young people who are being sexually exploited may not exhibit any external signs of this abuse.** Any suspicions should be reported to the DSL.

Preventing Radicalisation:

All staff in school, should be vigilant for signs of possible radicalisation. This may be in the form of comments made to other pupils or materials that may have been brought in to school. Staff must play their part in ensuring children are safe from terrorist and extremist material when online in school. Any concerns should immediately be reported to the DSL. Pupils may, as a result, be referred to the Channel Programme which seeks to provide support to pupils who are at risk of being drawn in to terrorism. The school has adopted the Government Prevent Strategy as a guidance document in informing staff, parents and governors to the potential dangers of radicalisation.

Looked After Children (LAC):

Looked after children may have a higher level of vulnerability than many of our pupils. Therefore, staff should be particularly vigilant to their needs and understand that many of these pupils may have previously suffered extreme difficulties in their lives. Staff should be aware that LAC may wish to disclose information from a previous period in their lives. We should follow the same procedure for dealing with a disclosure and ensure the DSL is reported to. Staff should be aware of who any LAC are within school.

Safeguarding the EYFS

Child Protection and Whistle blowing:

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All staff within the EYFS at Glebe Primary School, should report to the DSL any concerns that they may have. All staff are aware of the whole school policy regarding safeguarding and child protection and are reminded of the school's whistle blowing policy regularly throughout the year. All staff are also reminded of the appropriate members of staff to go to where concerns about other members of staff may arise.

During the schools' regular phase meetings teaching staff have the opportunity to discuss any issues that may have arisen within their class during the AOB section of the meeting, they may also highlight any issues brought up by non-teaching staff on their behalf. During these meetings, teaching staff are reminded of current good practice and are then expected to disseminate where appropriate to non-teaching staff.

CPD:

All staff within the EYFS at Glebe Primary School have equal opportunities to attend CPD training. Staff are reminded that information about EYFS courses can be found through the DHT and the Local Authority website they are also given information about the procedures for booking these. Staff can discuss any training needs or issues during the set up times or at any other appropriate time throughout the working day. Teaching staff can also discuss their own or the staff working alongside them and highlight any training needs during Phase meetings.

During Performance Management observations, all staff's strengths and development points are commented on and opportunities are given to discuss these.

Mobile phones and cameras within the EYFS

School Cameras and iPads are used within the Foundation Stage to aid in the ongoing assessment of the children within the setting. These photos should remain at school and if being stored on a computer this should be done on the school's secured network. On occasions it will be necessary for staff to take home copies of these photos to complete assessments and use as a tool to help review next steps in learning. On these occasions, staff must save the images onto an encrypted USB stick or other encrypted device, to ensure the security of the images. Staff are not to use their own personal devices to capture images of children. Paper copies of photos taken home for assessment use must be treated responsibly and staff must take all possible steps to ensure that they are secure.

Staff are expected to keep their mobile phones away during the school day and should not have them out when working with the children.

Staff Ratios

Glebe Primary School will ensure that the staff ratios within the EYFS are in line with statutory guidance provided by the DFE. Any students under the age of 17 will not be included in Ratios as stated in the statutory guidance provided.

Staff Ratios will be evaluated on a case by case basis for activities that may increase extra risk. For these activities a full risk assessment will be completed in line with whole school policy.

Role of the Governing Body

The governing body are responsible for monitoring the effectiveness of this policy and the work of the school in ensuring the school keeps its pupils safe. The HT will report to the governing body at each meeting as part of the HT report on Safeguarding and Child Protection issues as appropriate. The DSL will provide an annual report to the Governing Body at the first meeting of the academic year.

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Implementation and Review

This policy will be issued to all staff, who are expected to be familiar with its contents to ensure they are able to implement the policy effectively. The policy will be monitored and evaluated by staff and the governing body on an annual basis or when significant changes are made to national or LA policy or practice. Updates will be made accordingly.

This policy will be available on the school website or from the school office for parents who wish to read it. Updates on school procedures surrounding safeguarding and child protection will be communicated to parents via the school website.

This policy should be read in conjunction with:

- E-Safety Policy
- Data Protection Policy
- Anti Bullying Policy
- Health and Safety Policy
- Behaviour Policy
- First Aid policy
- Administration of Medicines Policy
- Educational Visits Policy
- Security Policy
- Whistleblowing Policy
- Positive Handling Policy
- Staff Handbook for school procedures on supervision etc
- Activity Risk Assessments

This policy is reviewed annually. All staff at the school and the Governing Body are able to contribute to this policy to ensure that is up to date, relevant and ensures the safety and well-being of all our pupils.

Reviewed: January 2020

To be reviewed: January 2021

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Appendix 1

Glebe Primary School - Requirements of Contract Workers

It is important that certain protocols are followed, to ensure the safety and security of the children, and equally to protect the interests of contract workers. False accusations, made against adults by children, can have a devastating effect on the lives of the individuals concerned.

Since they are not employees, and their suitability to work with children has not therefore been checked, contract workers must observe the following protocols.

Contract workers:

- are not allowed to have unsupervised access to children (a member of staff – generally the site manager - should always be in attendance)
- must not touch any child, or allow any child to touch them;
- must not give gifts or treats to any child;
- must not exchange any kind of personal information (e.g. phone number) with a child;
- must not allow any close relationship to develop with an individual child or group of children.

Friendly and courteous behaviour is of course appropriate, but care must be taken to ensure that the above protocols are observed.

All adults in school have a responsibility to report any concerns they may have about the well-being or safety of children. If you see or hear anything, however insignificant it may seem, then you have a duty to report it. Concerns should be directed to the Designated Safeguarding Lead (the headteacher) or the deputy DSL in their absence. Posters are displayed around the school with this information. The school office will be able to direct you in order to make any disclosures.

The school has a full safeguarding and child protection policy a copy of which is available on our school website and in the school office.

Thank you for helping us to keep the children at Glebe safe.

M Penney
Headteacher and Designated Safeguarding Lead

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Appendix 2



Safeguarding Referral Form

Staff, volunteers and regular visitors are required to complete this form if they have a safeguarding concern about a child in our school. This **must be done as soon as possible to the time** of the disclosure or the concerning event **and must be submitted on the same day to the designated safe guarding lead: Mel Penney or Katie Rhodes / Jenny Griffiths/ Clare Sheldon / Allison Bales** in her absence.

Person making the referral:

Pupil who is being referred:

Date of referral (dd/mm/yy):

Your account of the concern/disclosure – what was said, heard, observed or reported and by whom. *(Please record language used verbatim and do not describe language or actions as 'inappropriate':*

Your response *(what did you say/do following the concern/disclosure?)*

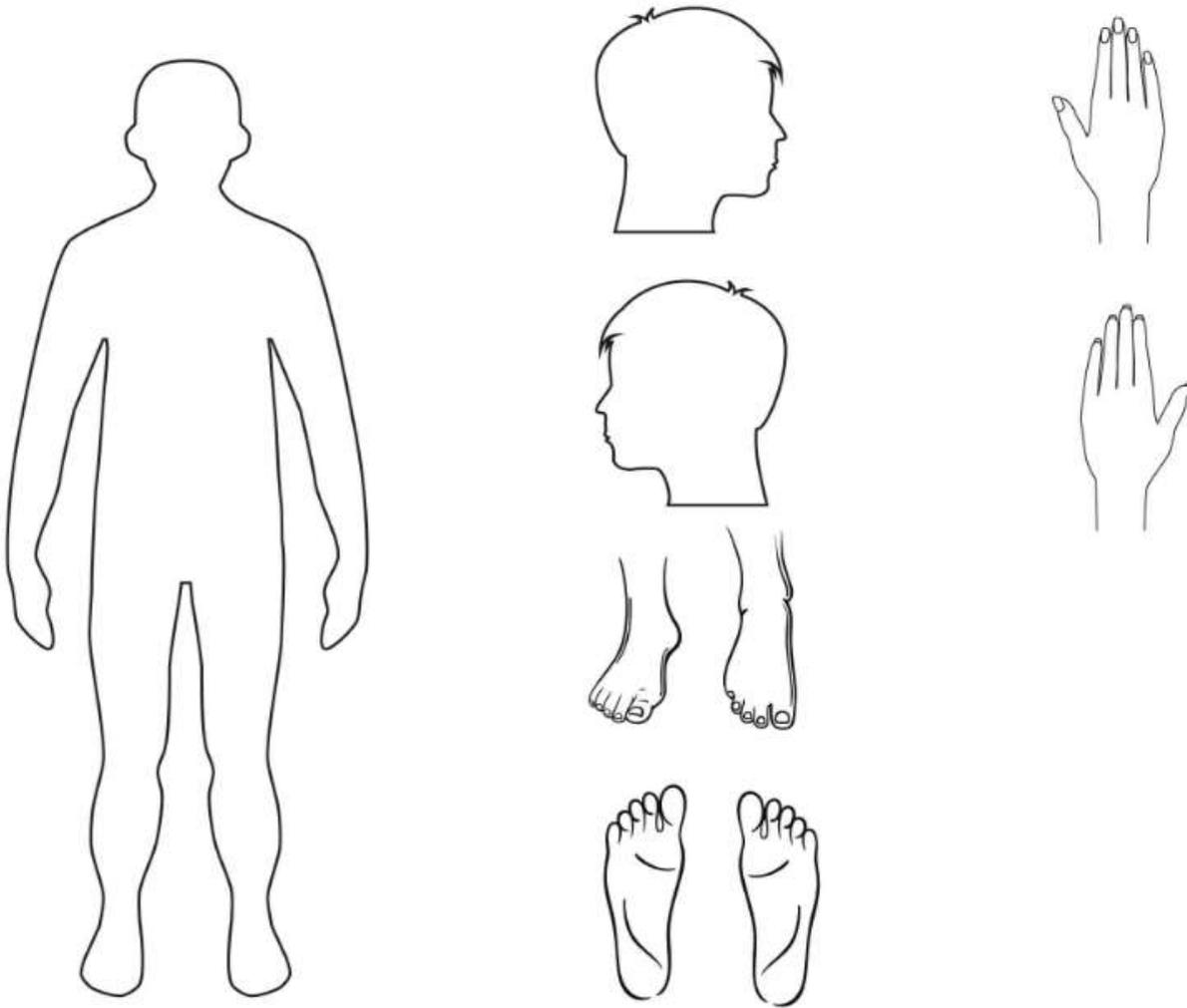
Name:

Signed:

Date:

Safeguarding Policy

Body Map



The details that should be included on a child protection body map are:

- Information on who noticed the injury, when they noticed it and what their role is in relation to the child.
- Details of the injury – where it is on the child, what it looks like, its colour, shape, size and condition.
- Details of all visible injuries, even small marks that may not seem of concern at the time.
- In regards to the condition of the injury, is it deteriorating or getting better?
- Is the child in distress or indifferent about the injury?
- Information on any explanations behind the injuries.
- Observations of the child – how are they feeling, what is their behaviour like?
- Information on anything that the child or parent says about the injury.
- Include both a drawing and a written description of the injury.

Safeguarding Policy

Time form received by DSL:

Action taken by DSL:

Referred to...?

EWO

Police

M.A.S.H

Children's
Services

Social
Worker

Early Help

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Teacher

Child

Person who recorded disclosure

Further Action Agreed:

e.g. School to instigate a Family Support Process, assessment by Children's Services

Full name:

DSL Signature:

Date:

Safeguarding Policy

| | | |
|-------------------|------------|-------------------|
| Pupil Name | DOB | Class/Form |
| | | |

| | | | | | |
|--|--|-------------|--|-------------|--|
| Location of Meeting | | Date | | Time | |
| Reason for Meeting: | | | | | |
| Other professionals present: <i>(include name and job title)</i> | | | Family members & other adults present: <i>(include name and relationship to the child)</i> | | |
| | | | | | |
| Key points discussed: | | | | | |
| | | | | | |
| Agreed actions <i>(include person responsible and timescales):</i> | | | | | |
| | | | | | |
| Date & time of next meeting: | | | | | |
| DSL Name: | | | | | |

Safeguarding Policy

Information to Visitors (including supply teachers, volunteers, visiting professionals)

1. It is essential that you have presented the appropriate credentials, including your DBS clearance, to the school office on arrival.
2. You should ensure that your conduct in school is appropriate at all times. It is important that certain protocols are followed, to ensure the safety and security of the children, and equally to protect the interests of all visitors. False accusations, made against adults by children, can have a devastating effect on the lives of the individuals concerned.
3. To ensure yours and the children's safety please ensure that:
 - You do not find yourself alone with a child other than in an open space e.g. hearing a reader in the corridor
 - You must not touch any child, or allow any child to touch them;
 - You must not give gifts or treats to any child;
 - You must not exchange any kind of personal information (e.g. phone number) with a child;
 - You must not allow any close relationship to develop with an individual child or group of children
4. If you find yourself in a position which is inappropriate, e.g. in a classroom with a child with no other adult present, then you should immediately remove yourself and report to a member of staff or the school office.
5. All adults in school have a responsibility to report any concerns they may have about the well-being or safety of children. If you see or hear anything, however insignificant it may seem, then you have a duty to report it. Concerns should be directed to the Designated Safeguarding Lead (the Headteacher) or the deputy DSL in their absence. Posters are displayed around the school with this information. The school office will be able to direct you in order to make any disclosures.
6. The school has a full safeguarding and child protection policy a copy of which is available on our school website and in the school office.

Thank you for helping us to keep the children at Glebe safe.

M Penney
Headteacher and Designated Safeguarding Lead

Safeguarding Policy

Appendix 5 Safe Guarding Leaflet for Visitors

Child Protection

At Glebe, we believe that all learners have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, preferred language or ethnicity
- Age, gender, sexuality, disability

You may be concerned about:

- Comments made by pupils
- Marks or bruises
- Changes in behaviour, appearance or demeanour
- You have witnessed an incident that causes concern.

Please report these concerns immediately to a member of the Safeguarding Team.

What should I do if a child discloses sensitive information to me?

Recognise:

- Remain calm
- Listen to the pupil – don't prompt
- Do not promise the pupil confidentiality
- Do not make judgements

Record:

- Record details of what was said or seen – verbatim – do not use euphemisms or conjecture
- Record who was present and any other relevant information.

Report:

Report immediately to the DSL or one of the team

Allegations against a member of staff or volunteer

- Immediately inform the Head Teacher of the allegation or concern
- If the allegation is against the Head Teacher, do not discuss it with them, inform the Safeguarding Governor.

Our Safeguarding Team



Mrs M. Penney
Designated Safeguarding Lead



Miss J. Griffiths
Deputy DSL



Miss K. Rhodes
Deputy DSL



Miss A. Bales
SENCO



Mrs C. Sheldon
Pastoral Support Worker



Mr J. Buckingham
Safeguarding Governor

Safeguarding Information for Visitors

Guidance for adults visiting or working at Glebe Primary School



Glebe Primary School

Our Commitment to Safeguarding

At Glebe, we are committed to safeguarding and promoting the welfare of children.

Glebe expects all staff, volunteers and visitors to share this commitment.

What are my responsibilities as a visitor?

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. This means that they should consider, at all times, what is in the best interest of the child. (KCSIE 2019)

Visitors are expected to behave in an appropriate manner towards all staff and pupils.

It is important we also take steps to keep ourselves safe. Our actions can sometimes be perceived in a way that is not intended. Here at Glebe Primary School we want to promote safe working practices for everyone within our school community, whatever your role or reason to be here.

Signing in and out

All visitors must sign in at reception. You must include all the information asked of you, including who you are visiting, the time of your arrival and your full name (printed) as well as your signature. Please also remember to sign out when you leave indicating the time. This will help us in the event of a fire so no one is put in danger looking for visitors who have left the premises.

Visitors will be issued with a visitor lanyard. If we have your DBS information and/or you are included on our Single Central Record, you will wear a red lanyard. If you are unable to provide your DBS clearance on your arrival, you will be issued with a blue lanyard and will be supervised by a member of school staff throughout your visit.

Safer Recruitment

We take the safety of our pupils very seriously and therefore make rigorous checks on all new appointments to the school. Specific staff are trained to ensure your vetting procedures are robust and transparent to protect our pupils.

Confidentiality

Confidential or personal information about a pupil or family must never be discussed outside of school or on social media and information shared must be on a need to know basis.



Fire and Evacuation

- The alarm is a continuous bell and the alarms also flash red for our hearing impaired pupils.
- You must leave the building via the nearest safe exit.
- The assembly point is at the far end of the school playground.
- If you are with a member of staff, remain with them and they will escort you to the assembly point.
- Do not take personal risks.
- Do not re-enter the building until you are told it is safe to do so.

Health & Safety

We ask that you always pay attention to your surroundings and, should you have any safety concerns, please report these to the school office.

If, during your visit, you have an accident or feel unwell, please report to the school office who will alert a first aider, who will assist you or seek further help if needed.

The Governing Body regularly reviews Health and Safety matters.

We regularly update our risk assessments.

Our Site Managers are:

Mr A. Budden & Mr T. Young

Our Health and Safety Governor is:

Mr S. Youens

Safeguarding Policy