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# **Model Safeguarding Policy for Schools**

**Reference Number:** NSSCB/SCH/102

**Target Audience:**  
Schools

**Sources of Advice in relation to this document:**  
Sarah Mellor

**Replaces if appropriate:**  
**Model Safeguarding Policy May 2013**

**Type of Document**  
  
**Policy**

**Approved by:** Policy & Procedure sub group of the NSSCB

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The North Somerset Safeguarding Children Board (NSSCB) works to safeguard and promote local child welfare. It does this by:

- Coordinating the safeguarding work of member agencies so that it is effective.
- Monitoring, evaluating and when necessary, challenging the effectiveness of the work.
- Advising on ways to improve safeguarding performance.

In order to:

- Protect children and young people from maltreatment.
- Prevent their impairment of health and development.
- Ensure that they grow up in circumstances consistent with the provision of safe and effective care.
- Enable them to have optimum life chances and enter adulthood successfully.

## **Version Tracker**

Reference Number: NSSCB/SCH/101

Date	Version Number	Update	Named Person
April 2013	101	April 2014	Sarah Mellor
June 2014	102	April 2015	Sarah Mellor

# **MODEL SAFEGUARDING POLICY FOR SCHOOL**

**June 2014**



**Adopted by Worlebury St Paul's Church  
of England V.A. Primary School  
July 3rd 2014**

**REFERENCE NUMBER:  
NSSCB/SCH/101**

**DATE FOR REVIEW: APRIL 2015**

## Worlebury St Paul's Church of England V.A Primary School

This Policy was developed on Thursday 3<sup>rd</sup> July 2014 and adopted formally by the governing body on Thursday 3<sup>rd</sup> July 2014.

The Policy is to be reviewed annually and the next review is due on: July 2015

The name of the Designated Safeguarding Lead is: Mrs Gillian Quick

The name of the Safeguarding Governor is: Mr Alvin Jeffs

### 1. INTRODUCTION

Worlebury St Paul's Church of England V. A. Primary School and the governing body are clear about their responsibilities in relation to safeguarding and promoting the welfare of children.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act. In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in chapter 2, paragraph 4 of Working Together to Safeguard Children March 2013. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Keeping children safe in education April 2014*

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

*Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.*

School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2013. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Our policy applies to all staff, governors, volunteers and visitors working in the school. There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children and create a culture of vigilance
- Raising awareness of and responding appropriately to safeguarding and Child Protection issues
- Equipping children with the skills needed to keep them safe
- Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff
- Supporting pupils who have been abused in accordance with a Child Protection Plan

## **2. PROCEDURES**

Our procedures for safeguarding children will be in line with North Somerset Safeguarding Children Board and the South West Child Protection Procedures which have been adopted by North Somerset Local Authority. They will take account of any guidance issued by The Department for Education (DfE), namely Keeping children safe in education and Working Together to Safeguarding Children 2013 issued by HM Government. Alongside these local guidance - the North Somerset Safeguarding Children Board Threshold Criteria for Children in Need and Child Protection Referrals provides a clear framework for identifying levels of need and the action required to support and safeguard children. (Keeping children safe in education flowchart page 7)

<http://www.northsomersetlscb.org.uk/uploads/files/351.pdf>

### **2.1 Safer Recruitment**

We will follow relevant guidance in Keeping children safe in education April 2014 (Section 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):

<http://www.northsomersetlscb.org.uk/safer-recruitment.htm>

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in Keeping children safe in education April 2014

- our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity.
- ensure that all adults within our school who have access to children have been checked as to their suitability as outlined in *Keeping children safe in education* April 2014 (Pages 16-29)
- ensure that all staff and volunteers have read the staff behaviour policy (code of conduct) and understand that their behaviour and practice needs to be in line with it
- Any allegations against staff other than the Headteacher, volunteers, governors, contractors and visitors that indicate that they may have:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

will be reported immediately to the Headteacher or the Designated Teacher if the Headteacher is not present. The Headteacher will inform the Local Authority Designated Officer (LADO) following the guidance in *Keeping children safe in education part 4*

- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of governors who will consult as above, without notifying the Headteacher first.
- The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

## **2.2 Raising Awareness and Equipping Children with Skills Needed**

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and governors have a full and active part to play in protecting our pupils from harm. The school will therefore:

- ensure children know that there are adults in the school whom they can approach if they are worried
- embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including online

- raise the awareness of all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse
- ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role (Annex B Keeping children safe in education)
- the names of the Designated Safeguarding Lead and their deputies will be clearly visible in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations

## 2.3 Implementing Procedures for Reporting Abuse

We will:

- have a Designated Safeguarding Lead for child protection who has undertaken two day multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Board (NSSCB) and updates this training every two years <http://nsomersetcpd.webbased.co.uk/index.asp>
- have a member/s of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow
- ensure we have a nominated governor responsible for safeguarding who has been appropriately trained
- ensure all staff, volunteers and governors understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously
- ensure that all staff, volunteers and governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child
- notify Social Care immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school is concerned)
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences
- keep clear written records of concerns about children, even where there is no need to refer the matter immediately

- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. This may include contacting the Single Point of Access (SPA), Social Care or the Local Authority Designated Officer (LADO) who will provide consultation and advice for anyone working with children
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by making the policy available to them and sharing safeguarding procedures
- The school will normally seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem advice will be taken
- ensure all members of staff are provided with opportunities to receive Basic Awareness training by the Local Authority Safeguarding in Education Officer or other source in order to understand their responsibilities relating to safeguarding children
- ensure that all staff members are aware of the systems within the school or college which support safeguarding – this should include the safeguarding policy, staff behaviour policy (see Guidance for Safer Working Practice) and identify the Designated Safeguarding Lead and should be part of staff induction
- recognise that all matters relating to child protection are confidential and the Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only
- ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another
- always undertake to share our intention to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point.

## **2.4 Supporting Pupils who have been Abused**

### **We will:**

- recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth (Categories of Abuse Working Together 2013 – Basic Awareness Training)
- recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- be aware that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn
- ensure these children are particularly closely monitored and supported and any concerns are recorded and reported to Social Care
- attend case conferences, core group meetings and other liaison meetings as necessary
- implement a Personal Education Plan (PEP) for all Children in Care and a Pastoral Support Plan (PSP) or Individual Education Plan (IEP) for other children where there is a need for specific support in school
- establish a safe environment which supports all pupils

## **2.5 Establish a Safe Environment**

### **We will:**

- support the child's development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum
- provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- ensure that children and young people are educated about the expectations they should have relating to the behaviour of adults who work with them

- develop effective working relationships with all other agencies involved in safeguarding children such as Social Care, Community Family Teams, The Police, Child and Adolescent Mental Health Services, The Vulnerable Learners Service
- ensure that we have a named Designated Teacher for Children Looked After and that we provide the best opportunities and support for children to achieve the best outcomes and participate in school life
- contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment
- recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support
  - Ensure that other policies which contribute towards safeguarding children and young people are reviewed and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to these:
    - **E - Safety**
    - **Staff behaviour – Guidance for Safer Working Practice**
    - **Attendance** – <http://www.n-somerset.gov.uk/Education/Education+services+and+teams/Education+Welfare+Service/attendance.htm>
    - **Behaviour and Discipline** - <http://www.n-somerset.gov.uk/Education/Education+services+and+teams/Education+Welfare+Service/behaviourandexclusions.htm>
    - **Whistleblowing** - <http://www.n-somerset.gov.uk/searchresults.htm?q=whistleblowing>
    - **Physical Intervention/Positive Handling**
    - **Anti-Bullying** - <http://www.northsomersetlscb.org.uk/uploads/files/174.pdf>
    - **Identity Based Bullying**
    - **Disclosure Policy**

- **Social Networking Policy -**  
<http://www.northsomersetlscb.org.uk/uploads/files/355.pdf>

### 3. POLICY REVIEW

The Governing Body of our school is responsible for ensuring the annual review of this policy.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government and local publications:

- “Working Together to Safeguard Children” March 2013 version.
- Keeping children safe in education April 2014
- “North Somerset Safeguarding Children Board Threshold Criteria for CIN and CP Referrals” December 2012.
- “Guidance for Safer Working Practice for Adults who Work with Children and Young People”.
- Disclosure and Barring Service Guidance.
- North Somerset Safeguarding Children Board.
- South West Child Protection Procedures.

Signed: Headteacher *Gillian Quick* Date 3<sup>rd</sup> July 2014

Chair of Governors *Felicity Williamson* Date 3<sup>rd</sup> July 2014