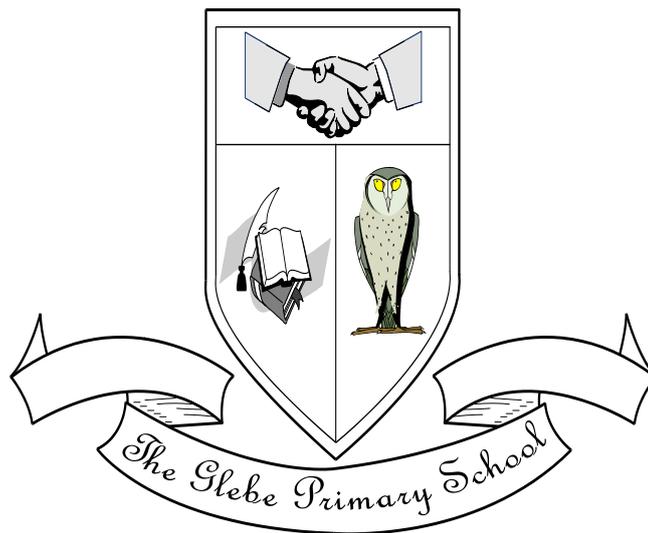


Review Summer 2020

# THE GLEBE PRIMARY SCHOOL

## Safeguarding Policy





# Safeguarding Policy

## The Glebe Primary School is a Rights Respecting School.

### **Definitions:**

In legislation and guidance, "safeguarding" describes the responsibilities of individuals and agencies to both protect and promote the welfare of children.

"Safeguarding children goes much wider than simply protecting them from neglect and abuse, as 'every child matters' and the staying safe: action plan' emphasise. It is also about keeping them safe from accidents, crime and bullying and actively promoting their welfare in a healthy and safe environment."

Safeguarding Children: the Third Joint Chief Inspectors' Report on Arrangements to Safeguard Children 2008.

The Ofsted **definition** of safeguarding can be summarised as follows:-

- Protecting children and young people from maltreatment
- Preventing the impairment of children and young peoples' health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Enabling children and young people to have optimum life chances and to enter adulthood successfully.

Safeguarding **outcomes** for children and young people are;

- Children and young people are safe: the effectiveness of services in taking reasonable steps to ensure that children and young people **are safe**.
- Children and young people feel safe: the effectiveness of services in taking reasonable steps to ensure that children and young people **feel safe**.

Safeguarding is not just about protecting children from deliberate harm. It includes issues such as:

- Child health and safety
- Bullying, including cyber bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention
- Meeting the needs of children with medical conditions
- Providing first aid
- Drug and substance misuse
- Education visits and visitors
- Intimate care
- ICT and E-safety

- Anti-terrorism - radicalization
- Mental Health

### **Delivery Mechanisms for Safeguarding.**

These mechanisms fall into four broad areas:-

1. Safer recruitment and the vetting of people who have contact with children
2. Safeguarding children with reference to their well-being, health and safety
3. Procedures for Child Protection and early help Assessment including staff and governor training
4. Procedures for managing safeguarding allegations about staff or volunteers.
5. Documentation from HM Government providing guidance includes:
  - 'Working together to safeguard children - A guide to inter-agency working to safeguard and promote the welfare of children'
  - 'Keeping Children safe in Education - Statutory guidance for schools'
  - 'What to do if you're worried a child is being abused: Advice for Practitioners 2015'

Responsibility for ensuring effective safeguarding lies with the Head Teacher, Deputy Head Teacher and Governors. However, safeguarding children must be everybody's responsibility. Good safeguarding practice has to be built into routine procedures and practice throughout the school.

#### **1 SAFER RECRUITMENT AND THE VETTING OF PEOPLE WHO HAVE CONTACT WITH CHILDREN**

Checks are carried out using the Disclosure and Barring Service (DBS)

A Single Central Record is in place. This lists all the identity checks carried out on all colleagues.

All teachers have been checked against List 99

All staff employed since 2002, who have regular contact with children, have been DBS checked.

All staff employed since 2006, whether or not they have regular contact with children have been DBS checked.

Supply teachers are DBS checked.

Volunteers who are working in sole contact with children e.g. (Sports coaches) have DBS in place.

All teachers have Qualified Teacher Status (QTS) unless the market has been tested and no qualified teacher could be found e.g. Dance.

Permission to work in the UK is checked.

#### **Safer Recruitment**

The Head Teacher and Chair of Governors have completed the Children's Workforce Development Council (CWDC) Safer Recruitment module.

Job descriptions and person specifications are written for all posts.

Job adverts refer to rigorous safeguarding procedures in the school.

Interviews include questions referring to Safeguarding procedures. Two written references are obtained before a new member of staff is appointed. At least three people sit on every interview panel for teaching and for all support staff posts.

Reference request forms have been amended to ensure that they follow Department for Children, Schools and Families (DCSF) recommendations (Appendix I).

## 2 SAFEGUARDING CHILDREN WITH REFERENCE TO THEIR WELL-BEING, HEALTH AND SAFETY

Safeguarding children is at the core of our school. All children are known as individuals by their class teacher as well as the Head Teacher. This means that there can be early identification of problems and support for children who are vulnerable or at risk.

The ethos which underpins pastoral care and the procedures in place to deliver this are described in the School Policies. The following Policies also support the Safeguarding Policy:

- Behaviour Policy
- Anti Bullying Policy
- Single Equality Scheme
- Health and Safety Policy
- Administration of Medicines
- Child Protection Policy
- Information Security Policy
- Positive Handling Policy
- Staff Code of Conduct
- Confidentiality Policy
- Disclosure and Barring Policy
- PSHE policy
- E-Safety

### **Special Educational Needs**

An SEND Policy is in place. The SENDCO monitors the well-being and progress of all children with Education Health Care Plans and children on SEN Support. This is done via partnerships with parents and outside agencies e.g. education psychologist, hearing impaired service, etc.

### **Personal, Social and Health Education (PSHE)**

All children have a program of PSHE and Global Learning activities. The PSHE program includes anti bullying, changes, relationships, goal setting, getting on falling out, new beginnings. The program also covers Sex and Relationships education from Reception to Year 6 and Drugs Education.

### **Health and Safety**

The school has a comprehensive Health and Safety Policy.

The Site Manager works closely with the Health and Safety department of Stockton Borough Council.

Risk Assessments for all areas of the school and all activities are in place.

Visitors on site are asked to sign in and wear a visitor badge. The Site Manager checks all contractors who work on site.

There is a comprehensive procedure for school visits. All proposals for visits are checked and authorised by the Head Teacher. The School Administrator works closely with the Health and Safety department of Stockton Borough Council when organising residential visits.

### **E-safety (Internet)**

The school has an E-safety policy and two members of staff identified as E-Safety officers. Children are allowed to use the Internet in school as the appropriate checks and firewalls are in place. All staff, parents, and children have to sign an Internet Use agreement before they can access the internet in school.

Inappropriate use of the internet, digital images, email or messaging systems is dealt with by school disciplinary procedures.

### 3. CHILD PROTECTION

The Head Teacher (Mrs G Repton) and the Deputy Head Teacher (Mrs J Lewis) are the Designated Leads for Child Protection.

The Designated Leads have undertaken the Integrated Services Training provided by the Local Authority on child protection issues. All concerns about any child protection issues are referred to the Designated Leads who liaise with Social Services, via the Stockton and Hartlepool Hub, as and when, necessary. The Child Protection Policy describes responsibilities and procedures for dealing with child protection matters.

### 4. PROCEDURES FOR MANAGING SAFEGUARDING ALLEGATIONS ABOUT STAFF OR VOLUNTEERS (CODE OF PRACTICE FOR ALL STAFF WORKING IN AN EDUCATION SETTING)

A copy of the Staff Code of Conduct is available in the Policies file located in the Administrator's office and reviewed every two years.

Any safeguarding allegations about staff or volunteers will be handled by the Head Teacher or, in her absence, the Deputy Head Teacher. Procedures issued by Stockton Borough Council will be followed in the event of a child protection or disciplinary issue.

#### **The Role of Governors**

The Governing Body should ensure that:

The school has a child protection policy and procedures in place that are robust and in accordance with local authority guidance and locally agreed inter-agency procedures, and that the policy is made available to parents on request.

The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.

The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority.

A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

In addition to basic child protection training, the Designated Leads undertake training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB), and refresher training at two yearly intervals to keep their knowledge and skills up to date.

All other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Head teacher.

The Governing Body review Safeguarding and Child Protection policies annually.

<p><u>How safeguarding will be monitored:</u></p> <p>Termly meetings Safeguarding Governors, G Repton and J Lewis</p> <p>On-going scrutiny of safeguarding documentation - G Repton and J Lewis</p> <p>Weekly feedback on Safeguarding procedures and concerns - Senior Leadership Team and whole staff meetings</p> <p>Attendance by Designated Safeguarding Lead at termly Local Authority Safeguarding briefings for updates on procedure and local issues</p> <p>Termly Safeguarding Team meetings - updates to a cross phase team on national, local and school issues relating to safeguarding</p>	<p><u>By Whom:</u></p> <p>Head Teacher - G Repton Deputy Head Teacher - J Lewis Senior Leadership Team - R Conroy/L Callaghan/E Sawdon/ J Armstrong School Senior Administrator and Senior Leadership Team - L Elwell Governing Body - G Broome</p>
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### Equal Opportunities Statement

#### Special Educational Needs

At The Glebe Primary School we differentiate the curriculum in order to meet individual needs. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

#### Gifted and Talented

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps up to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted and talented' according to national guidelines.

#### Equal Opportunities

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

**APPENDIX I**

**Private and Confidential**

Date:

Dear

**Applicant Name**

The above named person has applied for the post of (insert post title) with **Stockton-on-Tees Borough / Darlington Borough Council**. I have been advised that you would be willing to act as a referee in support of their application.

I would be grateful if you would comment on the applicant's character and suitability for this position. A copy of the job description and person specification are enclosed, along with a reference questionnaire to complete. If you are unable to answer any of the questions this should be indicated by entering 'N/A'. Please ensure the information you provide is factual and accurate.

If this post involves working with children, please advise if you have any concerns relating to the applicant's suitability for the this position.

The interviews are due to take place on XXXX and I would be grateful if you could return the completed questionnaire before this date in the enclosed pre-paid envelope.

The information you provide will be treated in strictest confidence.

I look forward to receiving your reply and would like to thank you, in advance, for your assistance in this matter. If you have any queries please do not hesitate to contact me on the above number.

Yours sincerely

Xxxxx

Recruitment Assistant

# THE GLEBE PRIMARY SCHOOL

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This Policy has been approved by the  
Governing Body of the Glebe Primary School

To be reviewed: Summer 2020