



CAMPTON LOWER SCHOOL

A POLICY STATEMENT FOR SAFEGUARDING

Purpose

At Campton Lower School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 is to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004, to work together with other organisations and partners in order to achieve this,
- Our duty under the statutory guidance Keeping Children Safe in Education 2016, and
- Our Common Law duty to protect and keep children safe whilst in our care.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm which might arise outside of time spent in school.

We recognise that for children: high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

Aim

We aim to provide a safe, secure and consistent environment for all our pupils regardless of age, ethnicity/religion, disability, gender/sexuality; one in which they feel supported, valued, respected and listened to. We will do this by:

- Establishing a safe environment in which children can learn, develop and have a voice.
- Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
- Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
- Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures, including identifying children at risk from child sexual exploitation, female genital mutilation, or radicalisation.
- Supporting pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan.
- Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009))
- Monitoring and evaluating our safeguarding practices and procedures.

Roles and Responsibilities

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all staff, governors, pupils, volunteers and visitors working in the school.

We will:

1. Establish a safe environment in which children can learn, develop and have a voice by:

- Ensuring that our buildings and site are secure and that visitors to the school are properly checked and supervised.
- Having a Health & Safety Policy and procedures and ensuring that it is understood by all staff. (There is a separate H and S, medicine, fire procedure / policies and also all the associated logs and risk assessments.) (In line with Safer Working Practice for the protection of children and staff in Education Settings section 28)
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities.
- Having a Behaviour Policy including anti bullying, racist incidents policies and ensuring that staff adhere to the policy and promote its principles of value, respect and acceptable behaviour amongst our pupils/students.
- Ensuring that all staff and governors have been made aware of Central Bedfordshire's Safer Working Practice for the protection of children and staff in Education Settings document and work to the guidance contained therein.
- Following Bedfordshire's Local Safeguarding Children's Board procedures where an allegation is made against a member of staff or volunteer. Where such an allegation is made, the Head Teacher should be notified. She will notify the authority's Allegations Manager. Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors who will likewise notify the authority's Allegations Manager.
- Ensuring that the Physical Intervention policy is understood by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and that whistle-blowing (see appendix 1) and complaints procedures are in place and are understood by pupils, parents and staff (as appropriate). The Head Teacher will have responsibility for this.
- Establishing and maintaining an environment where children feel safe, valued, are encouraged to talk and are listened to (e.g. student council, circle time, PHSE lessons)

2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:

- Following Department for Children, Schools and Families (DCSF) guidance as set out in Keeping Children Safe in Education 2016 to ensure that safe recruitment and selection practices are carried out. References and identity will be verified and all documentation kept in a single central record. All staff and regular volunteers and visitors will be vetted in accordance with these guidelines.
- Ensuring that at least one member of the Board of Governors and the Head Teacher have received training on Safer Recruitment Practices.

- Ensuring that all staff interviews have at least one person on the panel who has completed safer recruitment training.
- Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- Ensuring that Adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection (In accordance with Keeping Children Safe in Education 2016)

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- Including opportunities through the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensuring that children know that there are adults in the school whom they can approach if they are worried.
- Displaying/distributing appropriate safeguarding materials and information.

4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in Keeping Children Safe in Education 2016 LSCB Safeguarding Inter-Agency Procedures (2008), What to do if You're Worried a Child is Being Abused (2006) and Working Together to Safeguard Children (2015)) by:

- Allocating a member of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is carried out by Mrs L. Clifton, Headteacher.
- Having at least one named member of staff to deputise in the absence the main designated person and to provide support to the lead designated person (Mrs C. Gage)
- Providing time and support for these roles.
- Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a minimum.
- Having a nominated governor responsible for child protection, who will review our safeguarding policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the school governing body. This role is carried out by Mrs N. Fletcher, Chair of Governors.
- Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy and their own role in safeguarding and promoting welfare and the identity and role of the designated person/s. (This is achieved through training and each member of staff receiving a copy of this policy & asking them to sign to say they have read it and understand their own role.)
- Having processes in place to ensure that all new staff receive safeguarding training/briefing appropriate to their role, as part of their induction and thereafter have access to refresher training as required or in any case, every 3 years as a minimum.

- Requiring all staff and volunteers, to report any safeguarding concerns to the Designated Person for Child Protection in writing on the schools concern form (located in the PPA room), regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training.
- Enabling the Designated Person for Child Protection to make decisions regarding the action to be taken following a concern being brought to her attention. (Where appropriate, this may follow consultation; with e.g. Children's Social Care or the Authority's safeguarding advisors).
- Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care in accordance with Local Safeguarding Children's Board Safeguarding Inter-Agency Procedures (2008). This will normally be done via the Designated Person for Child Protection unless they are not available and to wait for them to become available would pose an unacceptable delay.
- Making the Designated Person for Child Protection responsible for creating and maintaining written records in respect of all children for whom safeguarding concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events. The pupil's main file will indicate the existence of a separate safeguarding/child protection file.
- Ensuring that in line with early intervention principles, where the threshold of significant harm is not met but a child is believed to be a 'child in need' of additional support/services (under section 17 of the Children Act 1989), we either provide that support or refer the child to other agencies or MAAG (Multi-Agency Allocation Group), as appropriate. The Designated Person will engage with families and ensure that parents/carers and young people are fully involved in completing in the Early Help assessment when a 'child in need' referral is made.
- Ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out our obligations in the school prospectus and making our policy available on request and on the school website.
- Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils including those with disabilities, minority status and those with a history of abuse.
- Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations.
- Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- Supporting the Authority's policies on school attendance and children missing education.

5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan by:

- Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding processes, core groups and meetings (especially child protection case conferences).

- Ensuring (through the Designated Teacher for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Designated Person will bring the absence to the attention of the Education Welfare Service. In these circumstances, the Education Welfare Officer will prioritise a visit to the child's home.
- Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCB Inter agency Safeguarding Policy on Private Fostering (2007). (See appendix 2 for definition of 'private fostering')
- Making the Designated Person for Child Protection responsible for making arrangements to ensure that a copy of a pupil/student's safeguarding/child protection file (where one exists) is securely transferred in a timely fashion to the designated person at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record.
- Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009)) by:

- E-Security: keeping the electronic data we hold about pupils and families secure by passwords and locking doors to offices.
- E-Safety: Promoting e-safety awareness amongst children and their parents/carers by including e-safety in the curriculum and offering e-safety training to parents. Ensuring all members of the school community know their access rights and responsibilities in using ICT.
- Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the detail of how we will achieve e-security and promote e-safety.
- Conducting, through the Governing Body, an annual review of the school's Acceptable Use Policy.
- Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance e-Safeguarding: Creating Working procedures in Schools (2009)). The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- Carrying out, through The Governing Body, an annual review of this Incident Log and accompanying action plans.

7. We will monitor and evaluate our safeguarding practices and procedures in line with this policy by:

- Ensuring accountability by placing ultimate responsibility for safeguarding and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
- Ensuring that the Designated Governor for Safeguarding has termly meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.
- Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- Reviewing this policy on an annual basis.

Date policy agreed _____

Signed _____

Date of Commencement of the Policy	November 2016
Date of Endorsement by the Governing Body	November 2016
Date to Review	November 2017

Appendix 1

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace and this Code makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem or "blowing the whistle" outside.

"Whistle-blowing" is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk.

As a first step, concerns should normally be raised with your immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if you believe that management is involved you should approach the Chief Executive, Director of Corporate Resources, the Council's Monitoring Officer, or Head of Audit, Risk and Health and Safety.

Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available online at [http://www.centralbedfordshire.gov.uk/modgov/Published/StdDataDocs/7/0/6/4/SD00004607/\\$EthicalHandbookComplete.doc.pdf](http://www.centralbedfordshire.gov.uk/modgov/Published/StdDataDocs/7/0/6/4/SD00004607/$EthicalHandbookComplete.doc.pdf)

Appendix 2

Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- * under the age of 16 (under 18 if disabled)
- * by someone other than a close relative
- * With the intention that it should last for 28 days or more.
- * Private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (Whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- * Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- * Where the child is looked after by a LA
- * Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- * A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- * Where the child is placed by an adoption agency in the care of a person who proposes to adopt him or he is a protected child under the Adoption Act 1976 (section 32).

Taken from LSCB Inter agency Safeguarding Policy on Private Fostering (2007)
http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf

Sources of Reference for Safeguarding referred to in this Policy

Children Act 2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Section 17 of the Children Act 1989

<http://www.legislation.gov.uk/ukpga/1989/41/section/17>

Section 175 of the Education Act 2002 <http://www.legislation.gov.uk/ukpga/2002/32/section/175>

Child in need procedures manual (2008) available on download from

<http://www.bedfordshirelscb.org.uk/publications.php>

LSCB Safeguarding Inter-Agency Procedures (2008) available on download from

<http://www.bedfordshirelscb.org.uk/publications.php>

Keeping Children Safe in Education (2015)

What to do if you're worried a child is being abused. (2006)

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00182/>

Working Together to Safeguard Children (2015)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Central Bedfordshire Safer Working Practice for the Protection of Children and Staff in

Education Settings (July 2009)

Circular CBC/008/09/HR

http://www.centralbedfordshire.gov.uk/Images/Saferworking_CBC_tcm6-35103.pdf

e-Safeguarding: Creating Working procedures in Schools (2009) (Available via the Learning Platform)

LSCB Inter agency Safeguarding Policy on Private Fostering (2007)

http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf

Attendance Guidance Manual (In particular, section 5, vulnerable groups)

<http://www.schools.bedfordshire.gov.uk/im/ims/Attendance/index.htm>

Children Missing Education Procedures (2009)

<http://www.schools.bedfordshire.gov.uk/im/ims/Attendance/index.htm>