

## **Safeguarding Policy**

**This policy and associated documents will be reviewed annually and monitored by the Acting Executive Head teacher, the designated Safeguarding Lead at each school will be responsible for implementation alongside internal monitoring with Governors.**

### **Named Persons**

#### **Midland Road**

Ginny Robinson – Acting Head Teacher (Designated Safeguarding Lead/ Looked After Children)  
Saiqa Azam – Acting Deputy Head  
Rahima Ali –Parental Involvement Co-ordinator  
Sharon Hogan – Federation Advisor

#### **Strong Close**

Helen Jones – Acting Head Teacher (Designated Safeguarding Lead/Looked After Children)  
Nicola Wood- Assistant Head teacher  
Joanna Beckett – SENCO  
Sharon Hogan – Federation Advisor

#### **Abbey Green**

Ginny Robinson- Acting Head Teacher (Designated Safeguarding Lead /Looked After Children)  
Rahima Ali –Parental Involvement Co-ordinator  
Sally Butterworth – Acting Assistant Head  
Sharon Hogan – Federation Advisor

### **Named Governors**

Abbey Green Nursery School – Mohammed Khalid  
Midland Road Nursery School – Sheila Rye  
Strong Close Nursery School – Jill Gilhome

### **Context**

Safeguarding children in educational settings includes the focus on protecting children from harm by adults, but also includes;

- Ensuring positive and safe behaviour and eliminating bullying and other forms of harassment
- Providing support for children with emotional and social difficulties
- Providing support through Personal Education Plans for Looked After Children
- Promoting good attendance at school
- Minimising exclusion from school
- Improving security on school / centre site
- Health and safety for in-school/centre and out of school/centre activities

Our policy is informed and regularly updated in response to current government guidance. The most recent guidance is as follows and can be found on the DFE website

**'Keeping children safe in education - Statutory guidance for schools and colleges'**

## **1. Related internal policies and guidance**

- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy
- Guidance on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment policies and practice
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent Guidance

## **2. INTRODUCTION**

This policy applies to all staff and governors within our schools including staff on supply, students work experience students and volunteers. Safeguarding is everyone's responsibility.

There are three main elements to Safeguarding policy:

- a) Prevention;  
By creating a positive school atmosphere, support to children and families, through practicing safe recruitment of staff and volunteers, having a safe environment in which children learn and develop
- b) Protection;  
By following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns, equipping children with skills needed to keep them safe
- c) Support;  
To children, parents and school staff.

We also recognise and understand that there are 4 main areas of responsibility for child protection;

- Physical Abuse
- Sexual Abuse

- Emotional Abuse
- Neglect

Clear guidance and training will be made available for staff on these areas of responsibility.

From 1 June 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent Duty outlines how schools can build pupils' resilience to radicalisation by promoting fundamental British values. We believe British values are embedded in our practice through our curriculum for 'Personal, Social and Emotional' development and supporting children's 'Knowledge and Understanding'. Our Safeguarding policy and guidelines is also crucial to our work in promoting the Prevent Duty.

### **3. SCHOOL COMMITMENT**

3.1. 'We recognise that for children, high self- esteem, confidence, supportive friends and opportunities to talk to a trusted adult helps prevention.'

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to express their needs, communicate and are responded and listened to;
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty;
- c) Include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse;
- d) Include in our provision activities which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- e) Ensure that wherever possible every effort will be made to establish an effective working relationships with parents and colleagues from other agencies.

### **4. FRAMEWORK**

- 4.1. Our school's do not operate in isolation, communication and partnerships with other are critical to safeguarding.

## **5. ROLES AND RESPONSIBILITIES**

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LEA who have specific responsibilities under Child Protection procedures. It is the role of the Governing Body and the leadership team to ensure that Named Persons for Child Protection are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The names of those carrying these responsibilities for the current year are listed at the start of this document and on the Child Protection Procedures flow chart.

### **5.2 Responsibilities of the Designated and Named Persons.**

The designated person takes responsibility for Child Protection and Looked after Children, if this person is not available then one or other of the named persons will take lead responsibility for dealing with Child Protection issues/ Personal Education Plans, providing advice and support to other staff, volunteers and governors, liaising with the LEA and other agencies. The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate, directing other staff. They will ensure that all staff know the name of the named person(s) and know procedures and policies.

Named Persons will have access to any necessary resources and will attend refresher training at least once a year with more formal external training every 2 years.

### **Raising Awareness**

The designated person will:

- a) Ensure the establishments child protection policy is updated and reviewed annually and work with the governing body regarding this.
- b) Ensure parents are aware of the statement in the school brochure as well as statement displayed in the school that informs parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of our Child Protection Policy on request.
- c) Where children leave the school ensure their child protection file is copied for new establishment as soon as possible but transferred separately from main pupil file.
- d) It is not the responsibility of staff in school to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by their local Safeguarding Board.

5.3. The roles and responsibilities of the Named Governor responsible for Child Protection are to ensure the following:

- a) ensure all staff employed including temporary staff, students and volunteers within the school & centre are aware of the internal procedures, to advise staff and to offer support to those requiring this;
- b) To liaise with the LEA and/ or partner agencies, as appropriate, in the event of the of allegations of abuse being made against the head teacher;
- c) The role of the Nominated Governor for Child Protection is to ensure that the school & centre has an effective policy that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached
- d) To ensure all staff safeguarding training will be updated annually but also be a continual process of support and development.

**5.4.** The Governing Body and Leadership team are responsible for ensuring safe recruitment processes, including:

- a) Ensuring the Head of School, other staff responsible for recruitment and one member of the Governing Body completes safer recruitment training as required.
- b) Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance.

## **6. PROCEDURES**

**6.1.** We will follow the procedures set out in the documents produced by the Bradford Safeguarding Board 'Child Protection Procedures and Information':

- a) Staff and students are made aware of the procedures during their induction and they will be included in the staff handbook
- b) Parents & carers are informed of the school's duties and responsibilities under the Child Protection procedures through a statement in the School Prospectus and in the centre entrance.
- c) Parents & carers are advised that school may need to pass on information to other professionals in order to help keep the child or other children safe.

## **7. Training**

**7.1.** Our schools will ensure that the Named Persons and the nominated governor for Child Protection and all staff attend training relevant to their role and are provided with ongoing professional guidance and training as needed.

**7.2.** Named Persons will have access to any necessary resources and will attend refresher training at least once a year with more formal external training every 2 years.

- 7.3.** All other staff and the nominated governors must be offered an appropriate level of training and must undergo refresher training every two years.

## **8. CONFIDENTIALITY**

- 8.1.** Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.
- All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the Named Persons for Child Protection as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only.

## **9. RECORDS AND MONITORING**

- 9.1.** Well-kept records are essential to good child protection practice. Our school's will be clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Child Protection records are kept centrally and securely by the Named Persons for Child Protection. All staff across all services must make a record of child protection issues and events as soon as possible and that these records must be signed and dated. These procedures are highlighted in the "2 steps" guidance.
- All (CP) records are kept separate from other school records in a secure place. Child protection concerns / records must not be kept in the child's curriculum file.

## **10. SUPPORTING PUPILS AT RISK**

- 10.1** Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.
- 10.2** We also recognise that Looked After Children are particularly vulnerable and will therefore ensure all arrangements mitigate against these risks.
- 10.3** This school will endeavour to support pupils through:
- a) The curriculum to encourage self-esteem and self-motivation.
  - b) Ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell.

- c) The school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- d) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act).
- e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- f) Regular liaison with other professionals and agencies that support the pupils and their families.
- g) A commitment to develop productive, supportive relationships with parents & carers.
- h) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

**10.4** Aire Valley Nursery Schools Collaboration recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read and understood in conjunction with the policies listed below:

These are

- 2 Steps
- Child protection referral flow chart
- CP Form 1 staff report
- Personal Education Plans
- Uncollected and lost children
- Safer working practices
- Whistle Blowing Policy
- Guidelines on recognising abuse
- Health and safety policy
- Procedures for assessing risk
- Safer recruitment
- Induction and Code of conduct for staff
- Equality Policy
- Behaviour Policy
- Prevent guidance

**10.5** We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

## **11. SAFE SCHOOL, SAFE STAFF**

### 11.1 Recruitment

- a) We practice safer recruitment by ensuring adverts carry messages advising potential recruits that posts involve enhanced DBS checks as well as checking the suitability of staff and volunteers to work with children through undertaking DBS checks of new staff and other pre appointment checks.

b) DBS checks will not be renewed unless there are grounds for concerns or if there is a break in service of 3 months or more. Staff will be asked to complete the disqualification by association declaration form annually. Staff members are fully aware of the circumstances whereby they must inform the leadership of any police action against them.

### 11.2 Induction

#### Post Appointment Induction

There is an induction programme for all staff / Governors and volunteers newly appointed to the school and centre, regardless of previous experience.

The purpose of induction is to:

- a) Provide training and information about the establishment's policies and procedures;
- b) Support individuals in a way that is appropriate for the role for which they have been engaged;
- c) Confirm the conduct expected of staff within the school and centre; and,
- d) Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- e) Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme will include information about, and written statements of:

- a) Policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and safeguarding procedures;
- b) Safe practice and the standards of conduct and behaviour expected of staff and pupils in the school and centre;
- c) How and with whom any concerns about those issues should be raised; and,

- d) Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role.

### **11.3 Allegations against Staff, Carers and Volunteers**

#### **Scope**

The following procedures apply to situations:

- a) Where there are suspicions or allegations of abuse by a person who works with children in either a paid or unpaid capacity i.e. any employee, foster carer, child minder or volunteer.
- b) When it is discovered that an individual known to have been involved previously in child abuse, is or has been working with children, and
- c) When the allegation or suspicion arises in connection with the individual's work, her/his own children or in relation to other children.

Compliance with these procedures should ensure that where allegations of abuse are made or where there is reasonable suspicion, organisational responses are prompt, thorough, independent and proportionate to the issue of concern.

These procedures are based on guidance contained within Keeping Children Safe in Education 2015. It should be used in respect of all cases in which it is alleged that a person who works with children has:

- a) Behaved in a way that has harmed a child, or may have harmed a child
- b) Possibly committed a criminal offence against or related to a child or
- c) Behaved toward a child or children in a way that indicates she or he is unsuitable to work with children

#### **Required Response within Educational Establishments or against other education staff**

All concerns/ allegations of abuse by a member school staff, including temporary staff, should be reported to the head teacher.

If the allegation is against a Head Teacher the staff member receiving it must alert the named Governor for Child Protection who in turn must inform and consult with the Bradford Education lead officer for child protection.

If the allegation is against any centre staff, head or service manager must immediately inform and consult with the local authority lead person.

If the allegation is against any staff working with children under 3 then Ofsted should be informed

#### **Allegations against Agency Staff**

Allegations against agency staff should be dealt with by compliance with the procedures in this section. Following receipt of legal advice with respect to confidentiality and preservation of integrity of the enquiry, the employing agency must be informed of the allegation and the outcome of the enquiry.

#### Allegations against Volunteers

Allegations against volunteers should be dealt with in a manner which is consistent with the principles and procedures contained in this section, as far as possible. The organisation using the volunteer should (following receipt of legal advice with respect to confidentiality and preservation of integrity of the enquiry) be informed of the allegation and the outcome of the enquiry.

#### Allegations against Children

Allegations against children should also be reported, in the Early Years this might include unsafe behaviour and bullying or harassment /peer on peer abuse.

#### Outcomes

These should be reported and judged under the following headings

- substantiated
- malicious
- false and
- unsubstantiated

A further outcome may be 'unfounded' where there is no proper evidence or basis to support allegation.

#### Reporting Arrangements

School Staff;  
City of Bradford Metropolitan District Council  
Margaret McMillan Tower  
Princes Way  
BRADFORD  
BD1 1NN Tel 01274 - 439330

Childcare Staff (currently Midland Road only)

Ofsted  
Piccadilly Gate  
Store Street  
Manchester M1 2WD  
**Tel 0300 123 1231**  
[Email enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

#### Policy Review

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts on the procedures sheet is kept up to date.