



Crossley Hall Primary School

Safe Guarding Policy

Ratified at Full Governing Body on 03/02/2016

At Crossley Hall Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Crossley Hall Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect or bullying.

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1. **Statement of Purpose**

At Crossley Hall Primary School , we are determined to ensure that all necessary steps are taken to protect children, young people and adults from harm. The following policy establishes the school's position, role and responsibilities and clarifies what is expected from everybody employed and involved in the delivery of services (core curriculum and extended services). It is the aim of this policy to support the 5 outcomes of the Every Child Matters strategy. As such, this policy promotes:

Being Healthy

- Ensuring that pupils are able to remain mentally and emotionally healthy;
- Supporting parents in keeping their children healthy;
- Supporting staff through well-being initiatives.

Staying Safe

- Ensuring that pupils are safe from maltreatment, neglect, violence and sexual exploitation;
- Keeping pupils safe from accidental injury and death;
- Working with agencies to safeguard children in accordance with current government guidance;
- Support staff, parents and visitors to school by meeting Health and Safety statutory requirements.

Enjoy & Achieve

- Ensuring all pupils have the opportunity to reach their full potential;
- Ensuring pupils are ready for school, attend school regularly, arrive on time and are collected at the appropriate time;
- Encouraging parents to support their child's learning;
- Support staff career progression through continued professional development.

Making A Positive Contribution

- Helping parents to support their child's social and emotional development;
- Ensuring pupils are supported in managing changes and responding to challenges in their lives;
- Encouraging pupils to engage in law abiding and positive behaviour;
- Providing staff with opportunities to contribute to the whole school programme of delivery.

Achieve Economic Well-being

- Support for families in maximizing their economic well-being;
- Assist parents to support their child's preparation for working life.

2. Overview of school's responsibilities

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Crossley Hall Primary School . This policy has been developed following the latest DFE guidance 'Working Together to Safeguard Children', (2013).

As an organisation, we recognise that child abuse can be an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with judgment about any action that needs to be taken. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

As such, we will ensure that:

- The welfare of the child remains paramount.
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working on school premises have a responsibility to report concerns to the designated staff.
- All appropriate vetting checks will be carried out for all adults involved in the delivery of school services. Information will be stored on school's Single Central Register (SCR).The vast majority of adults who work with children act professionally; however, we recognize some individuals will actively seek employment or voluntary work with children in order to harm them. All concerns regarding an individual's practice will be reported to the designated staff.

2a. The role of governors:

- The Governing Body has set out its commitment to safeguarding in this policy and it will continue to do all it can to ensure that the school is a safe environment for staff, pupils and members of the public accessing the site;
- The Governing Body will appoint a named governor for safeguarding and review an annual report on all safeguarding related matters;
- The Governing Body will ensure that safeguarding is considered as part of all recruitment procedures;
- The governors will take all reasonable steps to ensure that all statutory health and safety responsibilities are met.

2b. The role of the Head Teacher:

- It is the Head Teacher's role to implement the school's Safeguarding Policy with the support of the Governing Body;
- It is the Head Teacher's role to ensure there is a collective responsibility for safeguarding and that all staff and volunteers are aware of the policy and related policies, protocols and procedures;
- The Head Teacher will ensure there are at least 2 trained staff members with named responsibility for child protection. (The role and duties of a designated name person is contained in school's Child Protection policy);
- The Head Teacher will ensure first aid is administered by suitably qualified members of staff;
- The Head Teacher will ensure that all appointments panels have a person who has completed Safer Recruitment training;
- The Head Teacher will promote safeguarding when developing the curriculum and all other aspects of school life;
- The Head Teacher will ensure the on-going daily monitoring of the school site is maintained to ensure the safety of all who access;
- The head teacher will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. Any action taken will be guided by the strategic policy ratified by school's Governing Body.

2c. The role of all staff: teaching and non-teaching

- All staff will be made aware of and have access to school's Safeguarding Policy, protocols and procedures;
- All staff will attend annual safeguarding training;
- All staff will strive to safeguard pupils in all aspects of the learning environment on-site and on educational visits;
- All staff will be aware of school's Single Equality policy, challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Head Teacher;
- Teachers will support teaching assistants, support staff and volunteers working in their classrooms or on educational visits;
- All staff have a responsibility to monitor and, where necessary, guide the practice of volunteers, visitors or contractors working in school. Any concerns will be reported to the Head Teacher and/ or Senior Leadership Team.

3. Policies, protocols and procedures

Crossley Hall Primary School has a range of supporting policies, protocols and procedures to accompany this document which have been developed in accordance with national government (DFE & DH) and local authority guidelines. Policies can be accessed on the school website or by requesting a paper copy. All documents have been ratified by the school's Governing Body and are regularly reviewed. These documents include our arrangements for the following areas:

- Single Central Record (SCR);
- Child Protection procedures;
- Safe recruitment and selection processes including Disclosure & Barring Service-DBS; vetting checks (formerly CRB), List 99 and Overseas checks;
- Delivery of safeguarding as part of the curriculum;
- Volunteers, visitors and contractors working in school;
- Child missing/absconding from school /educational visits protocols;
- Risk Assessments;
- Arrangements for educational visits.

4a. Single Central record

All schools are required by the Department For Education to maintain a Single Central Record (SCR) of recruitment vetting checks. It is used to log all safer recruitment checks, including details of List 99 and/ or DBS checks.

Checks for the following people must be recorded on the SCR:

- All staff who are employed to work in the school;
- All staff who are employed on a supply or casual basis, whether employed directly by the school or through an agency;
- All volunteers who have regular contact with children (this will include governors who work as volunteers);
- People brought into the school to provide additional teaching or instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers.

However, please note that as a result of the passage of the Protection of Freedoms Act (2012), some of the requirements (particularly around volunteers) have changed (from September 2012). The Department For Education has published a key document detailing all vetting requirements and school will include any revisions necessary within our annual review process.

The requirement to keep a Single Central Record has not changed as a result of the passage of the Protection of Freedoms Act.

4b. Child protection procedures

This Safeguarding policy should be read and implemented in conjunction with school's Child Protection policy which details procedures for all matters relating to child protection. Our policy is guided by documentation issued by Bradford and Local Safeguarding Children Board.

4c. Safer recruitment procedures

Crossley Hall Primary School fully adheres to the statutory requirements of the Department For Education when recruiting staff. Full information is published on the DFE website. A minimum of one member of any recruitment panel will have completed Safer Recruitment training. All appropriate vetting and barring checks are completed prior to the commencement of employment and details are recorded on school's SCR.

4d. Curriculum delivery

A wide range of safeguarding topics is delivered through school's core and enhanced curriculum. This includes Personal Social Health Citizenship Education (PSHCE), Science, Design and Technology and pastoral support/intervention. Details of curriculum content are regularly shared with parents/guardians who are actively encouraged to support their child's learning. Where appropriate multi-agency partners support this delivery, e.g. School Health Team.

4e. Visitors to school and volunteers/ contractors working in school

Crossley Hall Primary School has a Visitors to School policy. All visitors are required to provide photographic ID; DBS details (where required - see Visitor to School policy) and sign in. They are issued with a visitor badge which they must prominently display at all times. In addition school issues guidance sheets for all visitors, supply staff, volunteers, extended service providers and contractors to ensure they are aware of and follow our safeguarding procedures.

4f. Child missing/ absconding from school

At Crossley Hall Primary School we apply strict measures to ensure the safety of pupils. This includes measures to secure the school perimeter and access into school buildings. There is regular registration and full monitoring of pupils throughout the school day. Whilst strict safeguarding measures are in place, school feels it is prudent to have emergency protocols in place. These would be implemented should the whereabouts of a pupil be unknown. All staff are fully aware of school's Child Missing in School and Child Absconding from School protocols.

4g. Risk assessments

Risk assessments are in place and regularly reviewed for the following:

- All internal classrooms, shared areas and staff areas;
- All playground areas;
- All fixed play equipment (indoor & outdoor);
- All moveable play equipment (indoor & outdoor);
- Each educational visit off-site.

A COSHH (Control of Substances Hazardous to Health) risk assessment is placed in school's COSHH file for any chemicals used in school. This file is maintained by school's site manager Gary Stevenson .

If visitors or extended service providers plan to deliver an activity in school they must provide school with a written risk assessment of their planned activity prior to delivery. School will also issue these providers with any necessary school risk assessments.

4h. Arrangements for educational visits

Crossley Hall Primary School has an Educational Visits policy and supporting protocols which have been ratified by the Governing Body and made available to all staff. This details all the safeguarding arrangements for visits off-site. Copies of the policy and protocols are available on the school website or on request from the office.

4i. PREVENT

PREVENT: Extremism and Radicalisation

Safeguarding pupils from radicalisation is no different from safeguarding them from other forms of harm. It is important to recognise that any signs or indicators of concern should be

reported as set out in your institution's procedures regardless of whether you believe them to suggest that the pupil is vulnerable to extremist radicalisation or other, more well-known, abuse.

Many of the signs and indicators that are known to us through the safeguarding training and experience are also indicators of being vulnerable to radicalisation. One form of abuse does not exclude another and indeed, many indicators will suggest concerns which don't fit neatly into one form of abuse or another.

People being radicalised are subject to abuse of one form or another. They are being drawn into an environment which leads them, often of their own free will into a single focused mind-set and commitment to engage with a set of values and behaviours which are not in their best interests or that of their family and friends.

Safeguarding issues such as child sexual exploitation and grooming are very closely connected with radicalisation in terms of strategies used by 'recruiters'. The signs and indicators, therefore may be the same.

If you are concerned about a pupil or colleague then talk to your safeguarding lead. They will use their expertise to decide on the next step.

Indicators of radicalisation or safeguarding concerns in general.

There is no clear profile of someone who is vulnerable to radicalisation. From recent known examples we know only that no one group of people become radicalised and go on to be involved with violent or non-violent extremist activities.

Please remember that the following are only signs and indicators of potential issues of concern, including radicalisation. It is always necessary to have more information as these behaviours may well be demonstrations of pupils flexing their independence and learning about new aspects of life. The examples below on their own, do not mean that the student has necessarily been subject to radicalisation.

Alongside the known indicators of abuse such as child sexual exploitation and on-line bullying, the following may provide additional guidance;

- Pupils changing their behaviour or appearance
- Pupils adopting styles of clothes associated with groups with whom they have had no previous connection – this could be faith or political based
- Pupils becoming isolated from friends, peers or family members
- Pupils becoming involved with groups of pupils who have strong ideological ideas
- Pupils viewing websites which contain extremist ideologies or symbols

- Pupils attempting to recruit others to an extremist ideology or cause
- Pupils vocalising extremist ideologies
- Pupils using extremist language
- Pupils questioning identity and sense of belonging
- Pupils glorifying current terrorist activity seen in the media
- Pupils displaying extreme behaviour related to ideology and / or religion
- Pupils requesting extended holidays to regions known to be unsafe or places not associated with the family
- Pupils possessing or discussing extremist material Family not being aware of absences from classes
- Family raising additional concerns about the individual and their behaviour
- Identifying extremist literature being distributed by pupils or external visitors
- Overhearing extremist language and conversations
- Concerns about known vulnerable pupils being targeted inside or outside the institution
- Use of prayer facilities which are contrary to institution policy
- Groups of unknown people gathering close to the school, campaigning or fund raising for known extremist, or unknown organisations
- Study of extremist websites or literature unless part of genuine academic study

5. Implementing procedures

An additional aim of this safeguarding policy is to ensure all teaching and non-teaching staff at Crossley Hall Primary School are aware of the signs and symptoms of abuse (see appendix 1 for categories of concern) and are supported by following the procedures. It is extremely difficult to determine if abuse has occurred and **it is not school's duty to investigate** however, all staff will be vigilant.

Staff will look carefully at the attendance/ behaviour of pupils and be alert for significant changes.

Although pupils may exhibit any of the following, abuse may not have occurred:

- Disclosure;
- Non-accidental injury, bruising or marks;
- Explanation given inconsistent with injury;
- Several different explanations for an injury;

- Reluctance to give information about an injury;
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn;
- Attention seeking;
- Hyperactivity;
- Poor attention;
- Appear frightened of parents or family members;
- Indiscriminate attachment;
- Frozen watchfulness;
- Anxiety/irritability;
- Abdominal pain/headaches;
- Poor self-esteem;
- Poor peer relationships;
- Act in an inappropriate way expected for age;
- Sexualised behaviour/talk or drawings;
- Self harm/eating disorder;
- Reluctance to change for physical education;
- Failure to thrive;
- Poor hygiene;
- Recurrent/untreated infections of skin or head lice;
- Untreated health/dental issues;
- Frequent absence from school or repeated lateness;
- Delay in meeting expected developmental milestones;

If staff observe any of the above they will:

- React calmly;
- Not delay in passing on information and / or concerns;
- Where a disclosure is made, reassure the pupil that they were right to tell, that they are not to blame and take what the pupil says seriously;
- Allow the pupil to talk and ask only open questions. Take care not to press for detail, put forward their personal ideas or use any words that the pupil has not used themselves;
- Not promise confidentiality;
- Inform the pupil what they will do next;
- Make a full and written record of concerns observed, what has been said and action taken. Record any conversation/s and facts **verbatim** in writing as soon as possible. Sign and date the report (it may be required as evidence). Staff will be supported in doing this by school's designated named persons for child protection.

Named Person – Michael Thorp (Headteacher)
Lynette Clapham (Deputy Headteacher)
Eleanor King (Assistant Headteacher)
Lorraine Knight (Teacher)

6. Written records

Where safeguarding concerns are suspected they will be shared as detailed earlier and details recorded electronically on CPOMS. The written record will include:

- The pupil's known details including name, date of birth, address and contact numbers;
- Whether or not the person making the report is expressing their own concerns or those of someone else;
- The nature of the allegation, including dates, times, specific factors and any other relevant information;
- Make a clear distinction between what is fact, opinion or hearsay;
- A description of any visible bruising, other injuries or any indirect signs such as behavioural changes;
- Details of any witnesses to the incidents;
- The pupil's account, if it can be given, of what has happened and (if appropriate) how any bruising or other injuries occurred;
- Accounts from others, including colleagues and, where appropriate, parents/guardians. (Please note school may not seek an account from a parent/guardian should it be thought that such action may place the pupil at risk of harm).

7. Referral

Sharing a concern will not automatically trigger the referral process. When the designated named person/s does feel it appropriate to make a referral, this will be made to the local Social Services - Child Protection Unit.

In some cases, school may need to protect a pupil immediately- in these situations, emergency action will be taken by dialling 999. The Police are the only agency with statutory powers for the immediate protection of children.

We stress it is not school's responsibility to investigate or decide whether abuse has taken place or not. However, any concerns will be raised and if deemed appropriate information will be referred to the appropriate authority immediately. This action will be discussed with parents/ guardians unless doing so is deemed to put the pupil at further risk. The best interest of the pupil is school's paramount concern.

8. Review of progress

This policy has been ratified by school's Governing Body which has a rolling programme for reviewing all school policies and monitoring their impact. In line with legislative requirements, they will review safeguarding arrangements and this policy on an annual basis.

9. Publishing the Safeguarding Policy

In order to meet statutory requirements school will:

- Publish school's policy on the school website;
- Place an electronic copy of the policy in the staff area of school's computer system;
- Ensure paper copies are made available on request;
- Raise safeguarding awareness through the school newsletter, assemblies, staff meetings and other communications;
- Ensure support is offered to parents/ guardians where English is a second language to help them understand the content of school's policy.

APPENDIX 1

Categories of concern

Neglect: The persistent or severe neglect of a child, which results in significant impairment of the child's health or development such as:

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home);
- Failure to protect from physical or emotional harm;
- Failure to meet child's basic emotional needs;
- Failure to ensure adequate supervision;
- Failure to ensure access to appropriate medical care.

Physical Abuse: Deliberate or intended injury to a child such as:

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning;
- Deliberate inducement of an illness.

Sexual Abuse: Actual or likely sexual exploitation such as:

- Use of force or enticement to take part in sexual activity, penetrative, or non-penetrative;
- Involvement in non-contact activities such as looking at or making abusive images;
- Encouraging children to watch sexual activities;
- Encouraging children to behave in sexually inappropriate ways;
- Any sexual activity with a child under the age of 16.

Emotional Abuse: Persistent or severe emotional ill-treatment or rejection, which adversely affects the child's emotional and behavioural development such as:

- Conveying to a child that they are worthless, unloved or inadequate;
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations;
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.