

Jesmond Gardens Primary School

Safeguarding Policy



Date Implemented – January 2010

Date Reviewed – February 2018

Date of next Review – September 2018

Our Vision

To be world-class leaders of learning,
life changing for each and every learner.

Our purpose

Nurture curiosity

Cultivate enjoyment

Inspire success

Our Promises

Be nurturing: A parent's most precious gift, entrusted into your care. To be looked after as if they're your own.

Be aspirational: Somewhere between exceptional and phenomenal should do it! Expect it of yourself, our children and our community.

Be inspiring: Create that buzz, promote curiosity ... help children find their niche.

Be generous: Make the time to say thank you, to laugh out loud, to be honest with one another, and to help others wherever we can.

Be professional: You're someone who is an expert in their work, someone who can point the mirror at themselves and demand 'How can I get better?' In short - all a success at all we do.

Safeguarding Policy

This policy is written in accordance to the regulations as stated in the September 2016 statutory guidance 'keeping children safe in Education' document and should be read in association with the following linked policies.

- *Safeguarding Children*
- *Whistleblowing*
- *Health and Safety*
- *Safer recruitment*

Other documentation referred to in the making of this policy include; -

- 'Keeping Children safe in education – 2016
- Working together to safeguard children – 2015
- 'The Prevent Duty' 2015
- Section 175 (2) of the Education Act 2001
- Information Sharing Policy – 2015
- What to do if you're worried a child is being abused – 2015
- Children and Family Act - 2014

The Governing Body of Jesmond Gardens Primary School ensure appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard children and promote children's welfare.

The **named designated staff member** for Child Protection is Philip Pritchard (Headteacher)

He is assisted in this role by Mrs Rebecca Nicholson (Assistant Headteacher), Mrs Joanne Stuart (Assistant Headteacher), Mr Carl Everett (Social Inclusion Officer), and Mrs Carly Lupton (Parent Support Advisor).

The **lead Safeguarding and Child Protection Governor** is Miss Elisa Arnold

This policy was created in February 2018 and reviewed annually.

The next review will be in September 2018.

Purpose of Policy

The purpose of this policy is to document the systems and procedures in place within Jesmond Gardens Primary School to ensure the safeguarding and welfare of children and to ensure that there is a robust mechanism in place to monitor and review the effectiveness of these. Effective safeguarding underpins the five elements of the 'Every Child Matters' agenda

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

At Jesmond Gardens Primary School we have a core objective to keep children safe by;

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

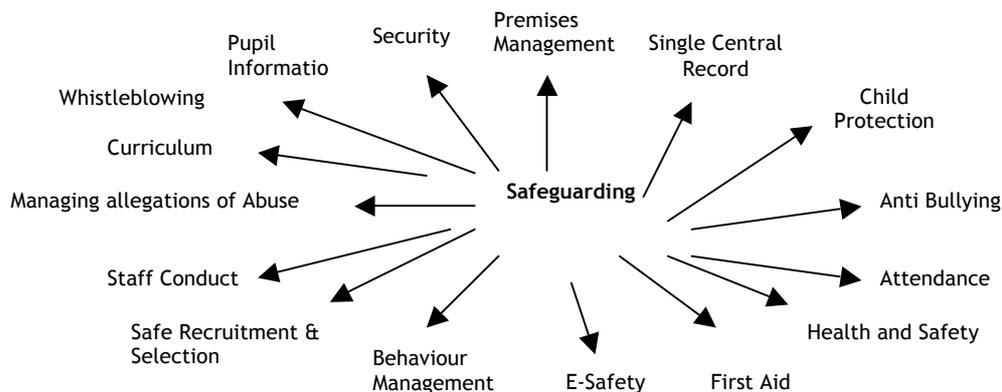
Achieving this objective requires systems designed to:

- Prevent unsuitable people working with children and young people;
- Promote safe practice and challenge poor and unsafe practice;
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- Contribute to effective partnership working between all those involved with Young people.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

At Jesmond Gardens Primary School the health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school therefore has to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:



1. Ensuring Suitable Adults work with our Children

The school operates and maintains a Single Central Record in line with the DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school. The record includes the following details;

- Name
- Address
- Date of Birth
- Qualifications (where required for the role)
- Evidence of identity
- DBS disclosure number
- Date of DBS check
- List 99 check
- Review date of DBS
- Right to work in the UK

For regular visitors accessing the school site, evidence of identity is checked and disclosure number is taken and recorded on the Single Central Record.

Copies of evidence of identity are kept in the school safe for inspection by authorised authorities.

For people visiting the school on a 'one-off' or ad hoc basis and who will not have unsupervised access to pupils, photograph identification is requested and checked. A proportional risk-based approach will be applied when determining the amount and type of children's information being passed on to temporary staff and volunteers.

All staff and adults working in School will be required to sign annually:

- Staff Code of Conduct
- Acceptable user agreement
- DBS confirmation form

As well as other appropriate documentation ensuring our children are kept safe.

The School external SIP will monitor the effectiveness of School procedures on a termly basis and report back to Governors any findings.

2. Child Protection Procedures

The School has very clear protocols in place for to ensure all children remain safe.

Jesmond Gardens Primary School has a communication and recording protocol in place to ensure every staff member and visiting adult to School has a clear path of communication should they have a worry or concern regarding a child. **It is important to note however, that any staff member can make a referral to children's Social care or other specialist services if a child is in immediate danger or at risk of harm.**

Class Teacher			
Team Leaders			
Helen Bostock	Belinda Quin	Joanne Vos	Charis Perry
Deputy Designated Leads			
Rebecca Nicholson	Joanne Stuart	Carl Everett	Carly Lupton
Designated Lead			
Philip Pritchard			
Designated Governor			
Miss Elisa Arnold			

Documenting concerns

'No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help, at any time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action'

(Keeping Children Safe in Education – 2016)

Any staff members who have **any concerns** regarding the well-being of any child in school fill in an Incident Form on CPOMS – the School's electronic safeguarding system. This **immediately** informs all members of the School's Child Protection team and allows **immediate** intervention.

Safeguarding is an item on the agenda of each and every SLT meeting ensure it remains a high priority.

Early Help

All School staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may also be required to support other agencies and professionals in an early help assessment.

All Staff need to realise the importance of identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals and if required and appropriate, acting as the lead professional in undertaking an early help assessment.

The Designated safeguarding lead will ensure any staff member involved in 'early Help' is fully supported in liaising with other agencies and professionals and setting up inter-agency assessment if appropriate.

The Designated Safeguarding lead will also ensure a constant reviewing and communication with Social Care if a child's welfare continues to be a concern to school staff. **Any child who is a concern must not be allowed to 'fall through the net'.**

At Jesmond Gardens Primary School, safeguarding really is a TEAM approach.

3. Staff Training

It is the requirement of Jesmond Gardens Primary School that all staff receive initial child-protection and safeguarding training on induction to the School. All training is in line with advice from the LSCB.

Formal Safeguarding training for all staff, and specific training for 'designated teachers' is completed every 24 months – with interim training, CPD and Child Protection Updates given to staff on a monthly basis.

Opportunities for additional safeguarding training are emailed to staff as appropriate and available from:

<http://lscbhartlepool.org>

Staff are regularly consulted on the Safeguarding policy and frequent reviews of practice are held in staff meeting time.

4. Recognising abuse

'All School staff should be aware abuse, neglect and safeguarding issues are rarely standalone events than can be covered by one definition or label. In most cases multiple issues will overlap with one another'

(Keeping Children Safe in Education – 2016)

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family or in an institutional or community setting by those known to them or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children:

All staff should also be very aware of the possibility of **peer on peer abuse**. This is most likely to include, but not limited to bullying (including cyber bullying) gender based violence / sexual assaults and sexting. Staff should be very clear as to the school's policy with regards peer on peer abuse.

There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse of exploitation
- Neglect

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and/or attention-seeking behaviour
- Suspicious bruises or marks with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child sexual exploitation.

School leaders and staff who work directly with children and young people should read Annex A of 'Keeping Children Safe in Education – 2016' which contains additional information about specific forms of abuse.

Please also refer to 'What to do if you're worried a child is being abused – Advice for practitioners 2015.

5. Appointment of a Designated Safeguarding Lead

The Governing Body of Jesmond Gardens School must appoint an appropriate member of staff from the School Leadership Team, to the role of Designated Safeguarding Lead. The designated Safeguarding Lead should take lead responsibility for safeguarding and child protection.

In this case, Philip Pritchard (Headteacher) takes on the responsibility of Designated Safeguarding Lead.

In Jesmond Gardens, the Governing Body also deem it appropriate to have a number of 'deputy' safeguarding leads who are also trained to the same standard as the Designated Safeguarding Lead.

In this case, Rebecca Nicholson (Assistant Headteacher), Joanne Stuart (Assistant Headteacher), Carl Everett (Social Inclusion officer) and Carly Lupton (Parent support Advisor) take on the responsibilities of Deputy Safeguarding Lead.

Despite having trained deputies, it is vitally important to note that whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection

remains with the designated safeguarding lead. **This responsibility should not be delegated.**

During term time, the designated safeguarding lead (or a deputy) should always be available for staff in School to discuss any safeguarding concerns. It is a matter for the School and safeguarding lead to arrange adequate and appropriate cover arrangements for out of hours activities.

In addition to formal training, the designated lead must ensure their knowledge and skills are kept updated via a wide range of CPD. The Link Governor will ensure this is reported back to the LGB via the Head teacher's report.

In Jesmond Gardens, the designated leads and deputies have received upto date training.

It is also important that the Safeguarding lead – or designated deputy is available outside of School hours. If you have an immediate concern regarding a Safeguarding issue, please contact 07841475522.

Regular supervision is held by the Headteacher and/or Deputy safeguarding leads to ensure all safeguarding cases are reviewed regularly and suitable and appropriate actions have been taken for children at risk of harm.

The specific role of the Designated Lead can be seen in Appendix A

6. Inter-agency working

Jesmond Gardens is aware of the importance of working together to ensure the safety of our children and young people.

Jesmond Gardens works proactively with a variety of stakeholders – the police, social care, health workers and other services to promote the welfare of children and protect them from harm. We work in full co-operation with the Local Safeguarding Board and Local Authority and ensure all relevant information is shared between professionals and local agencies where appropriate. We also understand that fears about sharing information cannot stand in the way of the needs to promote the welfare and protect the safety of children.

The Governing Body ensure all school policies and procedures are firmly in line with statutory guidance and local LSCB procedures.

If School is not happy with a referral outcome or professional advice given; appropriate staff must ensure a professional challenge and resolution of professional disagreement takes place to ensure no child 'slips through the net'. All members of the School Safeguarding team are aware of the procedures for this to happen should the need occur.

7. Anti-Bullying Procedures

All cases of alleged bullying are taken seriously by the school and are acted upon accordingly. The anti-bullying policy (within the Behaviour Policy) clearly documents the procedures in place for handling allegations of bullying and these are reviewed by governors.

8. Attendance

Persistent absence from School can be a key sign of abuse; as such Attendance is scrutinised closely on a daily basis at Jesmond Gardens Primary School.

Children who are absent are identified from the registers and first day response telephone calls are made to parents to establish the reason for absence. Correspondence is also sent home by post. The social inclusion team liaises with parents of children whose attendance is highlighted as an issue with involvement from the Local Authority attendance service and other agencies where appropriate. Statistics and trends in pupil absence are also monitored and these are reported to governors. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

The Inclusion team meet weekly at Jesmond Gardens School so there is early identification and investigation of children with poor or declining attendance.

9. Health and Safety

The school has a health and safety policy in place and this is monitored and reviewed by the Site Manager, Business Manager and Governor with responsibility for H&S.

Risk assessments covering all aspects of school operations are in place and have been reviewed by the LA Senior Health and Safety Officer. The responsibility for health and safety is that of the governing body; however, this is delegated to the Headteacher and staff.

Day to day health and safety issues are reported to the Site Supervisor (Mr Derek Hogarth) for remedial action, however more fundamental concerns are escalated to the School Business Manager.

Fire evacuation practices are undertaken termly and these are reported to governors using the Headteacher report.

There is a Critical Incident Response Plan in place, which details information and actions required in the event of a critical incident.

10. First Aid (see also health and safety policy)

A number of staff are qualified to administer first aid with key people having paediatric first aid qualification, which meets the requirements of the Early Years and Foundation Stage guidance. Portable kits are available for educational visits.

11. E-Safety (online safety)

Jesmond Gardens Primary School has a duty to ensure all children and young people are safe when using the internet. As such School filtering services are deployed and monitored by School Staff to ensure any potentially harmful or inappropriate material is not accessible to children.

Jesmond Gardens Primary School is also aware though, that children have access to the internet outside of the School building, and as such see it as their duty to educate our children effectively in being E-Safe. We ensure all children are taught about the dangers of the internet and wider safeguarding issues to ensure all children are kept safe both inside and outside of School.

All staff who access the school computer network are required to read and sign the acceptable use policy which details the conditions with which access is granted. Information about audits and violations of use are also featured. Any member of staff who is found to have abused the ICT network will have access rescinded and will face disciplinary action.

12. Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, including so called 'honour based violence'. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate a risk, but if there are two or more indicators present this could signal a risk to a child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If a teacher, in the course of their work in the profession, discovers that an act of female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

Any staff wanting further advice on FGM can contact the NSPCC helpline on 0800 028 3550

13. Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any signs of this abuse.

If staff members have any concerns regarding children who may be a victim of Sexual exploitation; they must be discussed with the designated lead immediately.

14. E-Safety (Online safety)

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If staff members believe any children may be involved in inappropriate use of the internet; or has evidence of a staff member inappropriately using the internet - the designated lead must be informed immediately.

15. Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger. 90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated. (See Sexting in schools and colleges: responding to incidents and safeguarding young people – UK council for Child internet safety)

If staff members believe any children may be involved in sexting; the designated lead must be informed immediately.

16. Fabricated or induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Children have varying needs which change over time. Judgements on how best to intervene when there are concerns about harm to a child will often and unavoidably entail an element of risk – the two extremes being leaving a child for too long in a dangerous situation or removing a child unnecessarily from their family. The way to proceed in the face of uncertainty is through competent professional judgements based on a sound assessment of the child's needs, the parents' capacity to respond to those needs – including their capacity to keep the child safe from significant harm – and the wider family circumstances (Working Together, 2006).

If staff members have any concerns regarding children who may be a victim of fabricated or induced illness; they must be discussed with the designated lead immediately.

17. Looked After children

The most common reason for children being looked after is as a result of abuse and/or neglect. Governing Bodies should ensure that staff have the skills, knowledge and understanding to necessary to keep children safe.

At Jesmond Gardens, all staff are urged to be particularly observant around Looked After Children and to work with appropriate staff members to ensure their personal and educational needs are being full met.

It is also vitally important that all appropriate staff are fully aware of the terms around the Looked After arrangement – to ensure the safety and well-being of all children involved.

18. Children with Special Educational Needs and disabilities

Children with Special Educational Needs and/or disabilities can face additional safeguarding challenges. As such, staff should be aware that

- No assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Communication barriers could make identifying abuse difficult.

If staff have any concerns regarding a child with SEN or a disability; talk to the designated lead and SENDCo immediately.

19. Operation Encompass

Jesmond Gardens School recognises that children living in a home with Domestic Violence, could very well be victim to or witness to physical or emotional abuse in the home. As a result, School is part of the Operation Encompass communication strategy to ensure School staff are fully aware of any instances of domestic violence in our children's homes.

20. Effective Behaviour Management

Children are expected to behave appropriately both inside and outside of school. However, school recognises that knowing how to behave in this way is part of the learning process and as such has a comprehensive behaviour management policy in place, which documents the procedures for managing behaviour positively.

21. Safe Recruitment and Selection

The school adheres to the requirements detailed in the DFE 'Safeguarding of Children and Safer recruitment in Education' document as well as the new requirements of "Keeping Children Safe in Education – 2016.

22. Staff Conduct

The school expects staff to act as positive role models for the children attending the school and therefore expects utmost professional conduct at all times. Staff who act unprofessionally or inappropriately are subject to disciplinary investigation.

23. Curriculum

The curriculum plays an important part in ensuring that children know how to keep themselves safe. The PSHE curriculum particularly supports this ethos. It is supported by outside visitors who support aspects such as personal safety in relation to fire, road and water safety.

24. Managing Allegations Against Staff

The school has adopted and adheres to the Local Authority procedure 'Arrangements for making allegations against people who work with children or those who are in a position of trust.'

25. Whistleblowing

The school has adopted and staff are aware of the Local Authority whistleblowing procedure should they wish to report an incident involving safeguarding of children but they feel they cannot report it via the usual means within school.

26. Building design and management (including site security)

Access to the school is restricted via an access control system, which requires a pre-programmed fob. Therefore, only authorised personnel can access the school environment. There is a perimeter fence around the school, which not only ensures that children cannot freely egress from the school site but also that unauthorised people cannot easily enter the site.

CCTV is in operation for the prevention and detection of crime and to protect pupils, staff and visitors to the school as well as the school premises. A school crossing patrol is in operation on Jesmond Gardens to ensure pupils cross the road safely. Dogs (with the exception of assistance dogs) are prohibited from entering the school site.

Outside play equipment and playgrounds are inspected daily to ensure the site and equipment are safe for the children to use. An annual inspection is also conducted by the Local Authority Health and Safety team and also by RoSPA (external play equipment).

27. School Visitors

Any visitors accessing the school site will be required to show evidence of their identity and give their DBS disclosure number according to the visitor's protocol set out in Appendix 2. Regular visitors to the school will already be recorded on the Single Central Record (see above). ***Ad hoc visitors who do not regularly access the school will be accompanied by a member of staff at all times.***

All visitors will be required to sign in and then sign out accordingly. This process is overseen by the school administrators.

Anyone who cannot fulfil the above criteria will not be allowed onto the site.

School staff are required to challenge any adult that they see in school who are not authorised and a member of the leadership team will be called upon to deal with the situation

28. Use of Pupil Information

Pupil information is recorded on the school MIS system. Access is restricted to key personnel to ensure information is centrally updated and secure. Staff that have access to this sensitive data lock their screens when they are away from their desks to prevent unauthorised access. Computers are logged off at the end of each day.

29. Monitoring and Review

This policy will be reviewed annually or earlier if appropriate and will be approved by the Pupils and Personnel Committee.

Safeguarding/Confidentiality Procedures - Updated February 2018

I have read the Safeguarding Policy and will ensure I that I adhere to the expectations of this policy and all associated policies as listed below: -

Ofsted guidance on safeguarding (August 2016)
Safeguarding Policy
Photograph Policy
Confidentiality Policy
Hartlepool Section 11 audit
How to get the services for a child
Staff Handbook
Keeping children safe in education
What to do if you are concerned that a child is being abused
Looked After Children Policy
Abuse of Trust Policy
Physical Restraint Policy
Allegations of abuse (staff)
Inclusion Policy
Equality, Diversity and Cohesion Policy
Information Governance Policy
Social Networking Policy
Data Protection
Health and Safety Policy
Educational Visits Policy
Whistleblowing Policy

I also have read and understood the statement below on Confidentiality and professional conduct. I also have attended child protection training for all staff in daily contact with children.

It is mandatory that all staff will be loyal to the school at all times. Staff may live within our community, and some may be parents of children at our school. It is therefore essential, and expected, that staff have exceptional conduct, as it is imperative that no child or their families are discussed outside school, along with any school matters. Staff possess a variety of knowledge of information in connection with the school that are not to be discussed outside school with anyone, except without the Head teacher's prior permission.

For staff who have children who attend the school

It is acknowledged that the dual role of member of staff/parents poses potential difficulties. Any issues that may occur over the education and well being of their own children must be discussed through the proper channels and not be discussed outside. If parents have issues, then staff must not give an opinion but ask the parents to approach school. General dialogue, and tittle-tattle, must be avoided. Employees of the school must respectfully ask that others they come into contact with must see them as a member of staff and not as a parent.

Staff must also show due care and diligence with any conversations they hold of a delicate matter in school. It cannot be assumed that any location in school, the staffroom included, is an appropriate place to "sound off". Remember, walls have ears!

If there are any breaches of confidentiality or professional conduct, then disciplinary proceedings may be undertaken.

Name _____

Signed _____ **Date** _____

Appendix 1

The role of the designated lead

The designated safeguarding member of staff will:

- Circulate the Safeguarding and Child Protection Policy to all adults and volunteers working within the school and to the extended services of the school.
- Support teachers, volunteers and governing body members on matters of child protection.
- Act as a point of reference for child protection concerns.
- Ensure all staff and volunteers receive regular safeguarding and child protection updates (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively.
- Ensure that chronologies are on the files of all Looked after children, Children in need, Children in need of protection and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor and all other pupils as agreed/advised.
- Take responsibility for collating and securely storing records of incidents and concerns.
- Attend Child Protection Case Conferences and Core Groups on pupils in their school and provide written reports. Where this is not possible, any member of staff must act on their behalf and be fully briefed prior to attending.
- Attend strategy meetings on children from their school.
- Provide the schools' Safeguarding and Child Protection Policy to any parent upon request and publish it on the website.
- Ensure that all new staff, including supply staff, receive safeguarding induction and are given a copy of the induction document and sign upon receipt. (See Induction Policy)
- That the policy is reviewed annually and any amendments are recorded and dated.
- Ensure whole school safeguarding training every 3 years.
- Attend manager update training every 2 years.
- Ensure work related placements follow the agreed safeguarding guidelines.
- Provide an annual safeguarding report to school Governors.
- Undertake safeguarding self-assessment every 2 years.
- Collate information for participation in the Multi Agency Risk Assessment Conference (MARAC) process.
- Undertake school risk management meeting of children and young people who pose a risk.
- That pupils, staff and parents/carers are aware who the Designated teacher for Child protection is and how they can be contacted.
- Complete the MARAC form as requested ensuring that information is sought from all school records and return the information to the LA.

Appendix 2 - Hartlepool Primary Schools Visitors Protocol

Note – in all cases below visitors must sign in

What would constitute an identity and DBS check for visitors

Photograph identity (passport, driving licence) or two forms of non-photographic identity (birth certificate and official address proof)

Original DBS enhanced disclosure (Do not photocopy) or letter of assurance from recognised authority (best practice would list the name(s) of individuals)

For one off visitors no evidence would need to be kept, but checks would need to be done on every visit.

On school site

Example: gardeners, window cleaners . . .

Identity check

In school visiting premises (contractors)

Example: One off visits by: heating engineers; meter readers . . .

Identity Check

Example: Repeat visits by: cleaners . . .

On central record

In school visiting a member of staff

Example: sales people; deliveries; catering marketing . . .

Identity check

In school having supervised access to children

Example: One off, but visiting for teaching session, by: authors; expo-chef; countryside wardens; magistrates

On day Identity Check

and

On day DBS check evidence

Example: One off, but visiting for mere minutes, by: assembly guests; press journalists and photographers . . .

On day Identity Check

In school having unsupervised access to children
Example: Health; Educational Psychology; Road Safety; Cycling proficiency; TVMS
staff; Sports Coaches; Students on placement (over the age of 16) . . .

On day Identity Check
and
On day DBS check evidence

Out of school residential visits
Example: Carlton . . .
Before departure Identity Check
And
Before departure DBS check evidence
(as part of risk assessment)

Safeguarding and Child Protection Policy 2018

I have read the Child Protection and Safeguarding Policy and will ensure that I adhere to the expectations of this policy and all associated policies as listed below to ensure that all children are safeguarded to the best of our ability.

Name:

Position:

Signed:

Date:

Other policies to note:

- Whistleblowing
- Safer recruitment
- E Safety
- Acceptable User
- Staff Conduct / Handbook