



Safeguarding Policy

(updated from KCSiE September 2018)

RATIONALE

College Park Infant School is committed to safeguarding and promoting the welfare of children. We recognise that being a young person makes them vulnerable. We aim to ensure that the actions of any adult in the context of the work carried out by the organisation are transparent and safeguard and promote the welfare of all young people. Everyone within our school who comes into contact with children and families has a role to play in what is in the best interests of the child at all times.

DEFINITIONS

Safeguarding and promoting the welfare of children is defined for the purpose 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
- Taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Put simply **Safeguarding** is what we do for all children, whilst **Child Protection** refers to the procedures we use for children at risk of significant harm or who may have been harmed.

Our Designated Safeguarding Leads are Mrs D Anderson (Executive Headteacher) and Mrs J Lathem (Head of School) who leads and manages the school on a day to day basis.

Deputy Designated Safeguarding Lead is Mrs E Moran (Assistant Headteacher & Inclusion Leader)

PURPOSE

Key Principles

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children;
- safeguarding is everyone's responsibility: for services to be effective each practitioner and organisation should play their full part.

In order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families, including practitioners who work with parents, is aware of the role that they have to play and the role of other practitioners. They should be aware of, and comply with, the published local arrangements as set out by the local safeguarding partners. Effective safeguarding requires clear local arrangements for collaboration between practitioners and agencies.

'Working Together to Safeguard Children' HM Government July 2018

To safeguard our children we will have:

- Clear priorities for safeguarding and promoting the welfare of children explicitly stated in school policies and documentation.
- A clear commitment by senior leaders to the importance of safeguarding and promoting children's welfare.

Key local contacts

Portsmouth Safeguarding Children Board (PSCB) www.portsmouthscb.org.uk

Portsmouth Multi-Agency Safeguarding Hub (MASH) 0845 671 0271

PROCEDURES

- If a disclosure is made to any member of staff it is important that the Designated Safeguarding Lead is informed immediately. The disclosure is on a 'need to know' basis only, the fewer people informed the better.
- The child, when making a disclosure **must not** be questioned by the adult. Questions may only be used to clarify information.
- All incidents that cause concern must be reported and are recorded on MyConcern.
- The child concerned is then monitored closely for either further action or no cause for concern. This is of vital importance, particularly in suspected cases of neglect since obvious signs may not be apparent at first.
- The Designated Safeguarding Lead takes responsibility for monitoring children at risk and liaising with other agencies.
- Where it is felt to be necessary the Designated Safeguarding Lead will refer the case to the LA Multi Agency Safeguarding Hub (MASH). This is the first point of contact for all referrals and contacts into Children's Social Care. A team of professionals from Social Care, Health, Education and the Police decide if a situation needs a Social Care response or if it should be responded to by another agency or service. They will then make sure that happens. MASH will inform which services if any are already involved with a child and together make sure the right service is being provided quickly.

PROCESSES

1. Protecting Children from Unsuitable People

There are several aspects to this, including safe recruitment practices, disqualification by association, procedures for dealing with allegations of abuse against staff, guidance about appropriate behaviour and reporting so that unsuitable people can be stopped from working with children in any setting.

2. Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (September 2018). All appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

The Executive Headteacher, Head of School and a named governor have undertaken Safer Recruitment training and one or more is always involved in all staff and volunteer appointments and arrangements.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service as appropriate to their role (including for teachers a prohibition to teach check)
- demonstrate their mental and physical fitness to carry out their work responsibilities
- be verified that they have the right to work in the UK
- be interviewed
- make a declaration that they are not barred from working with children and that they do not live in the same household where another person who is barred lives or works (only relevant to staff who may work at, or are involved in the management of Lyndhurst Kids Club which provides childcare for children of the age range that this requirement applies to).

3. Safe Practice

Our school and staff follow and comply with school agreed policies and procedures as well as those laid down by the Local Authority/Multi Academy Trust. Safe working practice helps to ensure the safety of all pupils and staff. All staff need to know that inappropriate behaviour with or towards children is unacceptable.

4. Safeguarding Information for pupils

We encourage our pupils to feel safe at school and know that all adults will listen to them. Pupil voice is given a high priority and pupils are listened to through a range of activities eg. the School Council, circle times, suggestions box, interviews, surveys and questionnaires as well as specially trained staff such as Emotional Literacy Support Assistants.

5. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. However, confidential or sensitive information will be shared in order to protect a child. Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

6. Partnership with others

Our school recognises that it is essential to establish positive and effective working relationships with other local agencies. Signposting to other services can support our children and families. (See the above section for data protection concerns about information sharing). Information sharing is vital to good safeguarding.

7. Early Help

The aim of early help is to prevent an escalation of needs into acute services including social care, special educational needs, health or learning support, to the detriment of children's welfare and increasing costs to the various agencies. It requires a collaborative approach. Staff will be alert to learners who need this level of support as soon as a problem emerges at any point in a child's life and how this differs from a child in immediate danger or at significant risk of harm. This will often begin with sharing observations or initial concerns with the school's Inclusion Leader or Designated Safeguarding Leads who have communication with and access to other services.

8. Contextual safeguarding

It is important to recognise all assessments and safeguarding procedures within the school setting must take into account all of a pupil's social sphere, not only that at school. To this end, it is important the school records and monitors incidents that happen outside the school setting as well. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to the safety and/or welfare.

9. School training and Staff Induction

The school's Designated Safeguarding Leads, Deputies and CPD Manager are responsible for organising child protection/safeguarding training and ensuring that regular updates are systematically organised (see roles and responsibilities). The Head of School provides newly appointed staff with access to the Staff Induction Handbook and the school's policies for, and linked to, Child Protection and Safeguarding. Training updates for all staff will be at least annually. The Designated Safeguarding Leads will have specific training every two years, but updated at least annually to keep up with any developments relevant to the role.

The school has developed a series of half-termly safeguarding quizzes as part of our training entitlement. Gaps in knowledge or confidence can be identified and addressed within a supportive but robust environment.

10. Children Missing from Education

Where children on roll at the school do not attend and all usual enquiries have been made, the case will be referred to the Local Authority MASH. Parents are required to inform the school for reasons of a child's absence and made aware that unexplained absences could result in contact with Social Care or the Police if there are significant concerns about the safety or welfare of a pupil. The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

11. Physical Contact with Pupils/Restraint

It is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Guidance about this can be found in the school policy and the DfE July 2013 Advice for headteachers, staff and governing bodies 'Use of reasonable force'.

12. Allegations against staff

The MAT uses the services of the LA Human Resources Team and as such the LA Manual of Personnel Practice has procedures regarding allegations against school staff. However, there must be a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, unfounded or malicious accusations.

13. Pupil information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The nature of this information is as follows:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details, more than one (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child
- If the child is or has been on the Child Protection Register or subject to a care plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child

Due regard is paid to data protection (GDPR & any relevant Privacy Policy) and the sharing of personal information. However, fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

14. Extended school and off-site arrangements (including Alternative Provision)

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policies and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and Enhanced DBS checks.

When our children attend off-site activities, we will check that effective child protection arrangements are in place. Where a pupil may be dual-registered with an Alternative Provision Provider, we will ensure that we have written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. College Park Infant School will also make weekly contact with the setting to ensure the pupil has been in attendance. If an issue should arise, the school will follow the procedures as they would for a child that was educated on site.

15. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

16. e-Safety (including 'sexting')

Most of our children will use mobile phones and computers/tablets at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we work to keep children safe in school.

Cyber-bullying by children, via texts, messages and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we aim to warn them about the risks that using these facilities entails. We provide educational guidance and support for our children on the subject of e-safety, including 'sexting' where and if appropriate.

Filtering and monitoring are important, but even more important is to teach our pupils how to manage risks and how to keep themselves safe when using IT, through a broad and balanced curriculum. Children have access to the internet during lessons. It is the school's policy that children are not allowed to access the internet in class unless an adult is present. Pupils are encouraged to report any images or content that concerns them so staff can assess whether there has

been a breach of the filtering system. Staff also need to be vigilant and monitor what appears on pupil's monitors.

The staff code of practice outlines good practice for staff mobile phones and staff are given regular reminders.

17. PREVENT

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. From 1 July 2015 all schools have been subject to a duty to have due regard to the need to prevent people being drawn into terrorism. This duty is known as the Prevent duty. The statutory guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Staff training from www.saferportsmouth.org.uk and Educare helps our staff to understand this duty and when it is appropriate to make a referral to the Channel programme. (For further information see the school file on PREVENT).

The Education Against Hate website is recommended by the Local Authority for resources and guidance on extremism.

18. Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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.

There is a **statutory duty** upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

19. So-called Honour-based Violence

Honour-based violence (HBV) is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'.

20. Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve sexual activity where young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, status, protection or affection. Similarly, child criminal exploitation (CCE) is a form of abuse where children are criminally exploited.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves

the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Staff must inform the DSL immediately if they suspect a child is at risk of CCE or CSE.

21. Children with special educational needs and disabilities (SEND)

Children with special educational needs and disabilities can provide additional safeguarding challenges as additional barriers may exist when recognising abuse and neglect in this group of children e.g. communication, potential for being a victim of bullying, assumptions that indicators of abuse relate to the child's impairment. (See school policy for children with SEND)

If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Children with SEN and disabilities will have a greater access to pastoral and emotional literacy support.

22. Looked after children

Looked after children are a high priority as the most common reason for children becoming looked after is as a result of abuse and/or neglect. It is important that we work with all agencies together and prompt action is taken by staff, as these children are particularly vulnerable.

23. Types of abuse and neglect (including peer on peer)

All staff will be aware of different types of abuse (physical, emotional, sexual), neglect and safeguarding issues, this includes peer-on-peer abuse which should never be tolerated or passed off as "banter" or "part of growing up". This policy has clear links to many other Lyndhurst Junior School policies including those on Anti-bullying and Behaviour.

Staff, pupils and parents are positively encouraged to have a voice and share concerns, knowing that these will be taken seriously and acted upon by senior leaders. It is in this open climate that we aim to minimise the risk of abuse.

24. Sexual Violence and Sexual Harassment

Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'. Groups at particular risk include girls, students who identify as LGBT+, or are **perceived** by peers to be LGBT+, and pupils with SEND.

As with peer on peer abuse, sexual violence and sexual harassment should never be tolerated or passed off as “banter” or “part of growing up”. Victims and alleged perpetrators must be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. Staff must record incidents across the whole spectrum of sexual violence and sexual harassment, so that the school leadership can understand the scale of any issue within the school and make appropriate plans to reduce it.

NSPCC whistle-blowing helpline number is 0800 028 0285

Anyone can telephone this number if they feel that their safeguarding concerns are not being responded to appropriately by the school’s Designated Safeguarding Leads or senior member of staff or the named Governor responsible for Safeguarding.

Roles and Responsibilities

Role & Responsibility of the Governing Board

- Accountable for the school having policies
- Monitoring compliance
- Have a link governor to liaise between the Executive Headteacher and Governors
- Allegations against the Executive Headteacher should be dealt with initially by the Chair of Governors or Vice-Chair if necessary and referred to the CEO of KGA MAT
- Ensure the school has:
 - all staff who have read and understood Part 1 of ‘Keeping Children Safe in Education’ (DfE Sept 2018)
 - a Child Protection policy
 - operates safe recruitment
 - checks are carried out on staff and volunteers
 - allegation procedures
 - there is a Designated Safeguarding Lead and deputy(ies)
 - the Designated Safeguarding Lead has child protection training every 2 years and is updated annually
 - all other staff who work with children have training updates annually (e.g. Educare) and other every 3 years
 - remedies weaknesses or deficiencies in child protection arrangements
 - a member who liaises with the LA/MAT if allegations are made against the Head
 - a review of its policies and procedures annually

Role & Responsibility of the Designated Safeguarding Lead

*** (at College Park Infant School the Designated Safeguarding Leads are the Executive Headteacher Mrs D Anderson and the Head of School Mrs J Lathem.**

Raising Awareness

- To ensure the school’s Child Protection and Safeguarding Policies are updated and reviewed annually and work with the Local Governing Board regarding this.
- To ensure parents are aware of and have access to the school’s Child Protection and Safeguarding policies, so they are alerted to the fact that referrals may be made and the role of the school in this (see the school prospectus).
- Where pupils leave the school, ensure that child protection/safeguarding records are copied for the new school as soon as possible but transferred separately from the pupil’s main file.

Training / Management

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- To ensure that each member of staff is aware of and has access to the school's Child Protection and Safeguarding policies, especially new or part-time staff who may work in different educational establishments.
- To ensure that all staff have induction training covering child protection and safeguarding and are able to recognise and report any concerns immediately they arise.
- To keep appropriately detailed accurate written records of concerns/referrals and store securely and confidentially (using MyConcern from September 2018).
- To obtain access to resources and attend any relevant training or refresher training courses at least every two years.
- To have a working knowledge of how Area Child Protection Committees (ACPCs) and Local Safeguarding Children Boards (LSCBs) operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Head of School and/or Deputy DSL(s) to inform of any issues and ongoing investigations and ensure that there is always cover for this role.

Role of the Executive Headteacher/Head of School

- To ensure that policies and procedures adopted by the Local Governing Board are fully implemented and followed by all staff.
- To manage the efficient allocation of resources and time, to enable staff to discharge their responsibilities.
- To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- To liaise regularly with the senior leaders of our adjacent junior school (Lyndhurst Junior School) and the Multi Academy Trust to ensure continuity, consistency and the sharing of information with due regard to data protection but always in the best interests and safety of the child in question.
- To liaise with the Virtual School Headteacher who is responsible for the progress of Looked After Children so that any Looked After Children receive their entitlements and additional services are accessed promptly to ensure the best possible life chances.

Role of admin staff

- To maintain the school's Single Central Register including ensuring all staff, governors, trustees and volunteers have the relevant checks eg. DBS, Disqualification by Association declaration, Prohibition to Teach, section 128 in place.
- To oversee attendance and alert senior leaders and/or the MASH to absences or patterns of absence that cause concern, particularly with vulnerable children.
- To establish positive relationships with all parents and carers that will support the safeguarding and welfare of our pupils.
- To organise and manage staff /personnel documentation that relates to recruitment and safeguarding eg. proof of qualifications, references, police checks, section 128, prohibition to teach, disqualification by association declaration forms.

Role of the named Governor responsible for Safeguarding

- To ensure that the school follows all statutory safeguarding requirements.

- To monitor the effectiveness of our safeguarding procedures e.g. ‘spot-check’ the Single Central Register, observe pupils using the internet.
- To liaise with members of the school staff who have particular safeguarding responsibilities.
- To oversee the curriculum to ensure that pupils are being taught ways to keep themselves safe appropriate to the age and stage of development.

Role of all staff

- Safeguarding is everyone’s responsibility! Any concerns must be reported.
- Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

Other relevant documentation / information

Child Protection policy

Health & Safety policy, Security policy

Anti-bullying policy

Internet policy, e-safety policy

PSHE policy, Sex and Relationships Education policy, Drugs Education policy

Policy for Children with Special Educational Needs and Disabilities

Whistle-blowing policy

Staff conduct, discipline & grievance, including dignity at work

LA Manual of Personnel Practice

School Staff Induction Handbook

Working Together to Safeguard Children (HM Government July 2018)

Keeping Children Safe in Education (DfE September 2018)

What to do if you’re worried a child is being abused (DfE March 2015)

The Prevent duty (DfE June 2015)

Safeguarding leaflet for parents

School Prospectus/Booklet

Review: Annually (or more often if Guidance is updated)

Agreed : September 2018

***We are very aware that new revised Keeping Children Safe in Education comes into force from 3rd September 2018. This policy has been amended to reflect this and put in place from this date whilst awaiting ratification from the Local Governing Board at its first meeting of the 2018 – 2019 academic year.**