

Chapel Street Primary School



Safeguarding Policy

Approval date: 16th February 2017

Status & Review Cycle: Statutory Annual Next review: Autumn 2018

Approved at: Full Governing Body
Governor Lead: Sarah Donaldson
Nominated Lead Member of Staff: Sally Lowe

Signed by:

Headteacher:

Chair of Governors:

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1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults at Chapel Street Primary School are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to address any concerns about child welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and ethos of the school will be vigorously challenged.
- 1.3 The Headteacher or, in their absence, the authorised member of staff, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Chapel Street Primary School. This policy complements and supports other relevant school and Local Authority policies (Appendix B).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' and in the updated '[Keeping Children Safe in Education 2016](#)', Chapel Street Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them (Appendix A).

2. ETHOS

- 2.1 Chapel Street Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- 2.2 Our school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment (EHA) and the 'Signs of Safety' approach is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.4 Chapel Street Primary School will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend

those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- 3.3 Personal Health and Social Education and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 Chapel Street Primary School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. CSE, Online Exploitation, Radicalisation and Extremism, Forced Marriage and FGM.
- 3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 Chapel Street Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing from education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by the school.
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. KEEPING RECORDS

- 5.1 Chapel Street Primary School will keep and maintain up to date information about children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life. Any incidences pertaining to the child whether it be related to SEN needs, behaviour, safeguarding etc. will be logged on the online CPOMS system.

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher of Chapel Street Primary School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision. This should be explicit in the role-holder's job description.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every three years.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear on the school website.
- Ensure that the Safeguarding and Child Protection policies are available on the school's website.
- Ensure that the school cooperates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the Governing Body with appropriate information about safeguarding and will liaise with the designated member of staff (Appendix C).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- All staff including temporary staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction, which is up-dated by refresher training every 3 years.
- Ensure that the school cooperates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

6.3 The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in each school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the school's actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk)
- Support designated staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file. When transferring any information electronically this will be done through secure systems, encryption or password protecting.

6.4 All staff should be aware of signs and indicators of extremist views and actions and to make the Designated Person aware of any concerns so that appropriate action can be taken.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance 'Keeping Children Safe in Education' Sep 2016.

7.2 The Headteacher and governing body will ensure that all staff and volunteers will have been vetted and checked. Safer recruitment practice includes scrutinising applicants, verifying identities and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, checking the Children's List and Disclosure and Barring Service and 'right to work in England' checks. All recruitment panels will contain at least one person who has completed safer recruitment training within timescale. The Single Central Register is managed by the HR/Finance Officer. This is in line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments. The DBS Enhanced Disclosures for all staff are renewed on a 3 year cycle, unless they are on the online update service as these are annual.

- All staff new to the school will be asked to complete a self-declaration form to obtain information about whether a staff member is 'disqualified by association'. This will be completed at the same stage as the DBS checks. The school will record the date on which disqualification checks were made and completion will be recorded on the single central record – further guidance on this can be found in the document – Disqualification under the Childcare Act 2006.
- The school is committed to keep an up to date Single Central Record detailing a range of checks carried out on our staff, which will be securely stored, readily accessible by the Headteacher and regularly reviewed as staff leave or join.
- The Single Central Record will be spot checked a minimum of twice a year by the Headteacher and Designated Safeguarding Governor, separately.
- In line with The School Staffing (England) Regulations 2009 members of our Governing Body have also completed their safer recruitment qualification.
- All new appointments to the school who have lived outside the UK will be subject to additional checks as appropriate.
- The school will ensure that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to the school before an appointment is made.
- The school will ensure that Trainee / Student teachers have all necessary checks carried out. Where applicants are salaried by the school, the school must carry out a full DBS. Where applicants are fee funded, it is the responsibility of the ITT provider to carry out the checks. The school will obtain written confirmation from the provider that these checks have been completed.

School staff who have successfully completed the Children's Workforce Development Council's Safer Recruitment in Education Training (www.cwdfcouncil.org.uk) will be named on the training register.

One of these will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

1. Headteacher
2. Deputy Headteacher
3. Assistant Headteachers

8. SAFE PRACTICE

8.1 Safe working practice will help to ensure that all children are safe.

All staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Must work in an open and transparent way
- Must not work alone in situations with (individual) pupils that may potentially put them at risk of any future allegations.

9. CODE OF BEHAVIOUR FOR STAFF

9.1 The school has the highest expectations for all staff, to be models of exemplary behaviour and attitude in all circumstances. In order to ensure adherence and understanding, all individuals

working for or on behalf of the school will behave in an appropriate manner towards all pupils. Children taking part in school activities can expect to be treated with mutual respect and dignity. School staff will ensure that high standards of behaviour are communicated to pupils.

- 9.2 The school is committed to the highest possible standards of openness, probity and accountability and will not tolerate malpractice or wrongdoing. The school is therefore committed to a whistleblowing policy which seeks to protect individuals who make certain disclosures with regard to any instance of malpractice or wrongdoing in the public interest.
- 9.3 All staff and external agencies/visitors, as well as pupils and parents should be made aware of the confidentiality policy. It sets out guidance for all staff about pupil information and disclosures that they can regard as confidential and that which they cannot. Any external agencies/visitors to the school who are teaching or working with groups of pupils must also abide by this policy.
- 9.4 Staff will not exchange social networking addresses or use social networking sites to communicate with pupils (including ex-pupils) and parents.

10. WORKING WITH OTHER AGENCIES

- 10.1 Chapel Street Primary School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify Children's Services if:
- A child subject to a child protection plan is about to be permanently excluded.
 - There is an unexplained absence of a pupil, who is subject to a child protection plan, of more than two days from school.
 - It has been agreed as part of any child protection plan or core group plan.

The school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board.

(For example, Children's Services, the Early Help Team, Barnardo's, the Police, Health, Children and Adolescent Mental Health Service (CAMHS) or CAPS, CAFCASS and the Education Welfare Service. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.)

11. CONFIDENTIALITY AND INFORMATION SHARING

- 11.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses.
- 11.2 The designated people for safeguarding disclose any information about a pupil to other members of staff on a need to know basis only.
- 11.3 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- 11.4 **The Principles of Sharing Information at Chapel Street Primary School**

Staff should use their judgement when making decisions on what information to share and when and should follow procedures or consult with a member of the SLT if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a child.

Necessary and proportionate

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

Record

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

12. SAFEGUARDING INFORMATION FOR PUPILS

- 12.1 All pupils in school know and are confident that they can talk confidentially to members of staff. The school is committed to ensuring that our children are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All pupils know there is a Designated Senior Person (DSP) with responsibility for child protection and know who this is and that there is also a Deputy Designated Person (DDSP) and know who that is. We inform pupils of who they might talk to, both in and out of school, their right to be listened to and heard, and what steps can be taken to protect them from harm.

The arrangements for consulting with and listening to pupils will be discussed and developed through talks with the school council, peer support schemes and pupil surveys.

13. TRAINING FOR STAFF AND VOLUNTEERS

- 13.1 Training is provided for all staff and volunteers. Induction training includes:
- basic safeguarding information about the school's policies and procedures

- signs and symptoms of abuse (emotional and physical)
- indicators of vulnerability to radicalisation
- how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

13.2 All staff and volunteers who are in regular contact with children will receive basic Level 1 training which is up-dated every two years, and every other year by refresher training. The Designated Person for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above.

13.3 All staff will receive training or briefings on particular safeguarding issues which are relevant to the school, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.

14. RECORDING AND REPORTING CONCERNS

14.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix E). If a concern arises all staff, volunteers and visitors must:

- speak to the Designated Person or the person who acts in their absence
- agree with this person what action should be taken, by whom and when it will be reviewed
- record the concern using the school's safeguarding recording system (CPOMS online system).

15. INFORMING PARENTS/CARERS

15.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

15.2 Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.

15.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person, Deputy Designated Person or Headteacher will seek advice from the First Response Team.

16. DOMESTIC ABUSE

16.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

16.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

16.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

16.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

17. FORCED MARRIAGE

17.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidelines, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

17.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

17.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

18. FEMALE GENITAL MUTILATION

18.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

18.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies. We recognise that this is an issue affecting girls in the primary age range and as such are vigilant around this.

19. PREVENTING RADICALISATION AND VIOLENT EXTREMISM

19.1 Chapel Street Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Chapel Street Primary School seeks to protect its pupils and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups

19.2 Chapel Street Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies including Children's Services.

20. CHILDREN MISSING FROM EDUCATION

20.1 The school will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education'. When children on roll do not turn up, the school will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and Education Welfare officers. Such procedures may include the use of automatic texts, which informs parents and carers of a child's absence. School staff will also phone parents and carers promptly to ensure that children are safe.

20.2 In cases where the family is missing, Children's Services and potentially other agencies (such as the police) will be informed.

21. E-SAFETY

21.1 Chapel Street Primary School has an E-safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

21.2 Internet is an essential element in 21st century life for education, business and social interaction and Chapel Street Primary School has a duty to provide children and young people with quality access as part of their learning experience.

21.3 It is the duty of Chapel Street Primary School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world. In addition, we will work to increase parental understanding of the online risks that their children may face.

21.4. Chapel Street Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

22. GUIDANCE AND PROCEDURES RELATING TO ACTIVITIES AND SERVICES

In the course of preventing abuse to children, the school has established guidance and procedures related to activities and services:

22.1 Use of photography, video recording, image recording and mobile phone cameras.

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of children and young people.

The school will make full use of current best practice and follow guidelines from, for example, the DfE and other professional organisations to fully protect the safety of its children.

When using professional photographers or inviting the press to a school activity, each school will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to children or one-to-one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the school's guidelines regarding the appropriateness of photographs.

Young people and their parents will be advised to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of pupil images: Conscious that there is a need to safeguard children, staff will make prudent use of pupil images obtained as a normal part of school life. The transmission of any images of pupils will be carefully reviewed, seeking the approval of the Headteacher beforehand.

22.2 Organised photographic opportunities

The majority of promotional and press releases will be organised through the school senior leadership team. These are generally agreed by both parties in advance. The school will

undertake not to use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

22.3 The Internet

The school operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

The school will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

22.4 Visitors and Site Security

Our school will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse. All visitors, including visiting speakers, are subject to each school's safeguarding protocols while on site and will be supervised at all times.

23. PUPIL INFORMATION

23.1 The school will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school will require parents and carers to provide accurate and up to date information regarding:

- 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 (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 (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been on the Child Protection Plan or subject to a care plan
- The name and contact details of the child's or family's G.P.
- Any other factors which may impact on the safety and welfare of the child

Each school will collate, store and agree access to this information through its Management Information System.

24. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

24.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of suffering significant harm.

24.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers prior to the conference.

25. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 25.1 The school follows the government guidance 'Keeping Children Safe in Education' Sep 2016, when dealing with allegations made against staff and volunteers.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

26. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- 26.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

27. SERIOUS CASE REVIEWS

The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required Chapel Street Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

28. BOOKINGS

- 28.1 Chapel Street Primary School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using school facilities to disseminate extremist views or radicalise pupils or staff.

Chapel Street Primary School

Safeguarding Policy

Dated: February 2017

I (insert name) have read and understood fully, the Chapel Street Primary School Safeguarding policy.

I am aware of and have read the document 'Keeping Children Safe in Education' (link below) and know that these guidelines affect our policy.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Signed:

Date:

APPENDIX A

The following definitions are from **Keeping Children Safe in Education (Sep 2016)**

Abuse

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. Children 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 by another child or children.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX B

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person and Deputy Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The school's PSHE curriculum is effectively implemented by all staff and pupils.
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalization and extremism.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience
- Pupil demonstrates discomfort about their place in society
- Pupil may be experiencing family tensions at home
- Low self-esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.

APPENDIX C

Chapel Street Primary School Safeguarding Governor

Descriptor	Duties
<p>To be a champion for LAC in the school on behalf of the governing body, to ensure that the school is prepared to receive LAC and that the governing body monitors provision and progress for LAC in the school</p>	<ul style="list-style-type: none">• To meet regularly with the Designated teacher for Looked After Children in order to monitor the school's policies and procedures for working with LAC.• To confirm that the designated teacher is appropriately qualified and that there is a clear relationship with the Senior Leadership Team.• To report to the governing body on any issues arising.• To ensure that the governing body annually discusses the attainment of LAC as part of the annual round of target setting.• To ensure that Personal Education Plans are in place for all LAC and are regularly reviewed.• To ensure that the school has effective procedures for communication with the Carers of Looked After Children.• To ensure that there is adequate training and support for staff to meet the needs of LAC and that there are effective communication systems within the school.• To discuss the way that the school accesses multi agency support to ensure the needs of LAC are met.• To ensure that, if the school does not have any LAC currently, it is well prepared to meet needs which may arise.

APPENDIX D

CHAPEL STREET PRIMARY SCHOOL SAFEGUARDING KEY CONTACTS

Designated Child Protection Person: Mrs Sally Lowe

Contact Number: 0161 224 1269

Deputy Designated Child Protection Persons: Mrs Suzanne Powell

Contact Number: 0161 224 1269

Nominated Governor for Child Protection: Miss Sarah Donaldson

Contact Number: 0161 224 1269

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The Manchester Social Services Centre is able to provide advice and consultancy

Contact Number: 0161 234 5001

Fax: 0161 255 8226

REFERRAL TO SOCIAL CARE SERVICES

Where the school has **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours, telephone: First Response 0161 219 1911

To make **URGENT** referrals **OUTSIDE OF OFFICE HOURS** telephone: 0161 234 5001

APPENDIX E

Chapel Street Primary School

Record and Report of Concerns about a Child

Part A

Details of child and parents/carers:

Name of child:		
Gender:	Age:	DOB:
Ethnicity:	Language:	Additional needs:
Name(s) of parent(s)/carer(s):		
Child's home address (and address(es) of parent(s)/carer(s) if different):		

Your details:

Name:	Position:	Date & time of incident <i>(if applicable)</i> :
Are you <i>(delete as appropriate)</i> ;	a) Reporting your own concerns.	b) Reporting the concerns of someone else.
If b) please give name and position.	Name:	Position:

Details of Concerns:

Please provide details of the incident or concerns that you have, including times, dates, description of any injuries (use skin map), whether the information is first hand or the account of others, including any other relevant details:

(Please continue on a separate sheet/skin map, if needed.)

Child's account/perspective:

Details of anyone alleged to have caused the incident or to be the source of any concerns:

Details of anyone who witnessed the incident or who shares the concerns:

Part B

Designated Person Action:

Pathway:				
A) Referral	B) Record evidence & monitor	C) Family Support Worker	D) CAF	E) External agency
Have parents been informed?		Yes/no		
If no why?				
Any previous incidents or concerns/any current risk management plan/support plan in place?				
Advice sought? Who? What?				

Have statutory child protection authorities been informed?

LA Children's Services: yes/no

Date & time:

Name & telephone number of contact:

Police: yes/no

Date & time:

Name & telephone number of contact

Actions since referral:

Action if not CP:

Signed.

Date:

Chapel Street Primary School

Safeguarding Report

Name:	Signed:	Date raised:
With regard to (person):	Passed to:	Date of concern:
	COPY TO DESIGNATED PERSON	Date received:

Account (please continue on separate sheet if necessary):