

SYLVESTER PRIMARY ACADEMY

Safeguarding Children: Policy and Practice

September 2017



National Context:

The Government is committed to improving safeguards for children and has embarked on one of the most wide-ranging reforms of children's services in decades. It has introduced new legislation, guidance, structures and policy initiatives to make children safer. Local safeguarding children boards have been established in all English LAs. Government policies such as the Workforce Strategy, children's trusts and the Integrated Children's System and Common Assessment Framework are at the heart of these reforms.

This policy and practice statement supports the following documentation within school:

- Child Protection Policy
- Health & Safety Policy
- Equality Policies
- Positive Handling Policy
- PSHE Policy
- Anti-Bullying Policy
- Teaching & Learning Policy
- Allegation Management Policy and Procedures
- Whistleblowing Policy
- Safer Recruitment Policy; Vetting & Barring Scheme
- Visitors Policy
- Missing Children Policy
- Attendance & Behaviour Policy
- Promoting Disability Equality
- Code of Conduct

This policy and practice statement is intended to support the following government documentation:

- Safer Children and Safer Recruitment in Education (Jan 2007)
- What to do if you're worried a child is being abused (2006)

- Statutory guidance on making arrangements to safeguarding and promote the welfare of children under section 11 of the Children Act 2004
- “Safeguarding Children” (DfES/027/2004)
- Every Child Matters
- Working Together to Safeguard Children (March 2015)
- Keeping Children Safe in Education (September 2016)
- The Prevent Duty (June 2015)

Policy sharing practice:

- School based/LA produced policies are issued to staff with various other policies related to safeguarding (The Health and Safety Policy; The Health and Safety Manual; Health and Safety Personnel Duty List; Policy on the use of Email and Internet Facilities by Employees; Banned Internet Sites – Red Han Notifications ; Data Security – guidance for elected members and officers of the Council; Information and Data Security in Schools; Employees use of computer equipment and systems (including e-mail and internet facilities); Safeguarding of Children: Procedures for checking staff appointed to schools; Child Protection Policy and Procedures and Code of Conduct for Safeguarding Children

At school level guidance can be obtained from:

- Ms Juliet Brown (Principal & Safeguarding Manager)
- Miss Helen Brenchley (Vice Principal)
- Miss Rebecca Tomlinson (Assistant Principa/Early Years & KS1 Manager)
- Mr David Musker (KS2 Manager)

At LA level guidance can be obtained from

- Vicky Clements – Head of Safeguarding and Quality Assurance 443-5120

Every Child at Sylvester Matters:

When the government published “Every Child Matters” it raised 5 key issues that were deemed essential in the complete development of each and every child:

- Must be and stay safe
- Must be healthy
- Must be able to enjoy and achieve
- Must be able to achieve economic well-being

- Must make a positive contribution

The document embodies the government's vision for the education of the whole child and complements well our school's commitment to minimizing barriers and providing quality experiences for our community; securing for pupils life – long skills to learn and make positive contributions to society and enjoy economic, physical, emotional and moral well being.

Who is responsible for ECM?

The whole school community has responsibility for securing a high profile for the ECM agenda within our school. Stakeholders have differing levels of responsibility at an operational and strategic level across school:

- The **school senior leadership** team have equal responsibility for the strategic development of the ECM agenda, the training of staff and it's promotion across the curriculum and the entitlement of all of our children in accessing quality experiences across the 5 strands.
- The **Teaching and Learning teams** across the school have responsibility for ensuring the 5 strands are duly promoted through curriculum delivery & content as well as through enrichment activities such as school trips.
- **Class teachers and support staff** have a responsibility for ensuring children have regular and appropriate access to a range of quality learning experiences across the 5 outcomes of the ECM agenda.
- The **Learning Mentor and the SEND Coordinator** has responsibility for the ECM agenda within the personalised programmes they provide for children.
- **Partners within the school community** should have full regard for the implications of the ECM agenda e.g. school caters, cleaners or sports providers.

Safeguarding in the classroom:

All staff – teaching and non- teaching have a responsibility for taking 'reasonable steps to ensure that children and young people feel safe' (OFSTED Briefing for section 5 inspectors on safeguarding 2009) These steps must be transparent for the learner, and embedded into school life. Opportunities should be taken during SEAL work; circle time, PE and other areas of the curriculum to talk openly about issues/ areas of personal safety and well being of children. Whole school assemblies should re-iterate and reinforce these messages.

The Prevent Duty

In order for Sylvester Primary Academy to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect,

sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school will provide a safe space in which children can understand the risks associated with terrorism. Our PSHE curriculum content addresses issues of radicalisation in appropriate year groups.

All school staff have completed the 'Channel' general awareness training online.

The Health and Safety Policy

At Sylvester, the health and safety 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 has a health and safety policy, which is monitored each term by the Governing Body. This is a standardised item on the agenda of every meeting. The Premises and Finance committee take a pro-active approach were of the school governors. A copy of this policy is available with 24 hours notice. The building committee of the school make regular health and safety inspections, notes are recorded on a school format and key actions identified. Responsibility for highlighting / reporting health and safety issues within classrooms and around school lies with ALL staff. These concerns should be reported to the Principal **and** the Premises Officer.

Each term there is a fire drill that practices efficient evacuation form the buildings. The school site manager conducts an annual Fire Risk Assessment. Assembly points for all classes are on the front playground. Teachers should line up children in an orderly manner. Administrative staff will issue registers and staff will check all children are present. The Principal, the Vice Principal, the Premises Officer, the Learning Mentor and the office staff act as Fire Marshalls and will conduct a sweep of the school building to ensure the safe exit of all school users. The building should not be re-entered until the all clear is given by the Principal.

There is also an emergency plan that details what staff and parents should do in the case of emergencies.

General risk assessments are in place and located within the school office; personalised/ individual risk assessments are also completed as and when a 'new risk' is identified. These may relate to the care of an individual child or the requirements for a member of staff. These documents should be seen as 'working documents' and should be changed to reflect a change in need. It is the responsibility of staff to have due regard for their own personal safety as well as that of the children in their care.

First Aid

In school there are always trained members of staff who volunteer to oversee first aid.

These first aiders are:

- Miss Tracey Huckle (Nursery)
- Miss Jan Gregory (Intervention and SEN support)
- Mrs Debbie Blackhall (Reception)
- Mrs Anne McKenzie (Year 2 AM, Year 4 PM)
- Mrs Jenny Ely - Morris (Office)

There are a number of first aid kits situated around school:

- Foundation Stage setting
- Infant kitchen
- School Office
- After School Club room
- Main school kitchen

School Defibrillators

We have two defibrillators in school. They are located outside the kitchen in the main part of school and up at the office. ALL staff have been trained by the Oliver King Foundation in how to use defibrillators.

Illness and accidents

When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book & children are issued with a note
- For head injuries the Principal is informed and we contact the parent
- If there is any doubt about any injury at all, a parent is contacted.

When dealing with injuries under clothing – e.g. to the back; upper legs; groin; upper arms; chest, etc first aiders MUST ensure a 2nd adult is present when assessing the level of injury and administering first aid.

If to view the injury, the child must remove an item of clothing the adult must ask the child to do this and explain to the child why it is necessary. If the child is reluctant to do this the first aider must not insist and should seek further advice from the Principal or Vice Principal. The parent should also be informed clearly of the action taken by the first aider and the reasons why. If in doubt the first aider should ask for guidance from the Principal or Vice Principal.

If a child is feeling sick they should be sent to the school office. Children who have been absent with diarrhoea or vomiting should not return to school until the symptoms have passed. If particular class groups have experienced an outbreak of such 'bugs' the Premises Officer should be informed by the class teacher so that appropriate cleaning materials can be used.

Administering Medicine:

In accordance with the school's Medicine Policy and to ensure improved attendance, the Office Staff (Miss Ely and Miss Dixon) will administer medicine. Parents must complete a medicine permission forms at the school office clearly stating the dosage and frequency of medicine to be administered. Medicine should be stored in the fridge in the staff room. Parents are informed of this process via the school newsletter.

Site Security

Sylvester provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. A casual attitude towards security can cause potential problems to safeguarding. Therefore:

- Foundation stage nursery gates should be locked at the start and end of each session.
- All perimeter gates are locked and secured by 9:10 a.m. daily.
- Staff should use the fob system and security swipe- card to gain access to school by using the main entrance. Care should be taken with classroom door keys, fobs and swipe-cards. Staff should NEVER leave keys, fobs and door swipe-cards unattended.
- All external doors and windows should be closed to prevent intrusion. When a room is left unattended it should be left secure.
- Visitors, volunteers and students must only enter through the main entrance and after signing-in at the office. All visitors will be issued with an identification badge.
- Children will only be allowed home with adults (18+) with parental responsibility or confirmed permission – via note or telephone permission (overheard by 2 members of staff).
- Empty classrooms should have closed windows.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, they must be signed out.

- The main gates to the school will be closed at 3:35 p.m. or sooner at the end of each school day by the Premises Officer. Staff leaving the school premises MUST leave by the main entrance.

Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of phoning the parent/carers to ascertain each child's whereabouts on the first day of absence. This responsibility sits with the School Administrator.

The school works closely with the Local Authority's School Attendance Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the Governors and the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Parent meetings with the Learning Mentor and School Attendance Service officer are held to monitor cases where attendance is unsatisfactory.

The Governors may be become involved in exceptional circumstances.

Appointments of staff and Induction of newly appointed staff and work placements

All staff that are appointed to work in school have a criminal records search called a DBS check. This 'Enhanced' search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Principal and the Personnel committee of the Governing Body. The LA is the 'authorised body' in administering and liaising with directly with the Disclosure and Barring Service.

The Principal sits on all appointment panels where the candidates are external applicants. The Principal has undertaken training on Safer Recruitment as have some members of the Senior Management Team and some Governors.

Staff from supply agencies are DBS checked by the agency themselves and confirmation is sent to school electronically. This is recorded. On arrival at school, the supply teachers are asked for proof of identity.

All trainee Teachers are DBS checked by the institutions they attend.

All Governors now have DBS checks.

All staff, governors and volunteers are entered onto the school's single central record database which is updated as appropriate.

Induction of volunteers

Volunteers must also have DBS clearance. Visitors who do not yet have clearance must be supervised by the member of staff they are working with. Under no circumstance should the volunteer be left alone with a child or group of children. Class teachers working with volunteers are responsible for this process. The Principal or Vice Principal will conduct the induction process for visiting trainees.

Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance, but the school office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. Visitors will be requested to present their DBS clearance certificate at the school office for the purpose of maintaining a single record database.

Child Protection Policy

The designated adult for Child Protection is Ms Juliet Brown and Miss Helen Brenchley and the designated governor is Cllr Brian O'Hare. There is a detailed Child Protection Policy, which is available from the School office with 24 hours notice. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain governors and all staff have had appropriate child protection training, which is updated at least every two years.

The school also has a policy for the 'Positive Handling' (Physical Restraint) of pupils. This school follows DfES guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. All staff are regularly trained in positive handling techniques. Staff were also issued with a handbook to support this practice. Any use of physical restraint is recorded by the staff member involved in full consultation with the Principal. The parent of the child is also informed. Physical restraint is used when the child's behaviour could lead to significant harm to themselves or another member of the school community. It can also be used when a child is causing serious damage to property or It should never be used for non-compliance. Adults should always ensure another member of staff is present when deploying positive handling techniques. If in doubt, the member of staff should always wait for the arrival of the Principal or Senior Teacher.

All allegations of abuse by or complaints of a teacher will be dealt with following the LA policy on Allegation management. A copy of this is available at 24 hours notice. For any complaints about the Principal, the Chair of Governors, Cllr Brian O'Hare should be contacted directly.

The design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include

such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taking out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always undertakes a full risk assessment of the visit to help minimise the level of risk and all trips are finally authorised by the Principal.

Visiting speakers, with correct clearance are always welcome into school so that can give specialist knowledge to the children.

E – Safety

Children should be encouraged to use the internet to support their learning, but at all times in a safe way, Parents give permission to allow their child to use the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Principal without delay.

As Child Protection Officer, the Principal has overall responsibility for internet safety.

Equal Opportunities and Race Equality

At Sylvester, we aim to develop the children's awareness of the diversity of the society in which we live. We aim to make the whole of their school experience equip children to develop positive attitudes towards a pluralistic society.

Discrimination on the basis of creed, colour, culture, origin, gender, sexual orientation and ability is unacceptable in our school. Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals, and we celebrate the cultural diversity of our community and show respect for all minority groups.

An objective for our school will be to educate, develop and prepare all of our children for life. We will promote the principles of fairness and justice for all through the education that we provide in our school. We will ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example, negative images in books. We will positively challenge stereotyping and prejudice whenever it occurs. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences built into the curriculum and support for each individual's point of view, we aim to promote positive attitudes and respect for all.

Race Equality Statements of Principle

We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. We are currently following the 'Guidelines on the Reporting and Recording of Racist Incidents' from Knowsley LA.

As our school is not ethnically very diverse, we are conscious of the need to put effort into the celebration of cultural diversity of our community and show respect for all minority groups. We endeavour to make the school a welcoming place for all. We will strive to address negative attitudes and behaviour towards people from black and minority groups, asylum seekers and refugees and travellers.

We ensure that all recruitment, employment, promotion and training systems are fair to all staff, and provide opportunities for everyone to achieve. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.

Behaviour and Attendance policy

Good behaviour is essential in any community and at Sylvester we have high expectations for this. A policy entitled Attendance and Behaviour Policy outlines the rewards and sanction. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children:

- Stickers
- Showing another teacher good work
- Team points
- Star of the Week/Star writer
- Bronze, silver, gold, diamond, school award
- Principals award

But the sanctions range from:

- A telling off
- Being removed from the class
- Loss of playtime/lunchtime (Stage 4 and 5)
- Reporting to a senior member of staff
- A letter home
- Exclusion

Anti Bullying Policy

Sylvester Primary Academy takes the issue of bullying seriously. We aim to provide each pupil with a safe learning environment in which they can reach their full potential educationally, physically and emotionally.

DEFINITION OF BULLYING

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone repeatedly, over a period of time.

The NSPCC offer the following statement as a definition of bullying;

'Bullying is the persistent, intentional harming of another person with an unequal power relationship' (NSPCC 2003)

The anti-bullying policy has been developed to meet the DfES guidelines on anti-bullying. The policy reflects a commitment to reduce bullying and enhance pupils' opportunities in education. The content of this policy is reflected in existing policies on behaviour and pastoral care.'

Our school policy aims:

- To clarify and school's position and procedures on dealing with bullying
- To create and maintain a safe and secure environment in school in which children can learn and teachers can teach without fear of disruption or threat
- For pupils to have a greater understanding of what constitutes bullying
- To recognise, reduce and wherever possible eradicate instances in which pupils or staff are bullied
- To establish appropriate means of dealing with incidents
- To promote strategies for dealing with incidents of bullying to all pupils, parents staff etc.
- To raise awareness and allow pupils to consider and discuss key issues through the curriculum.

At Sylvester, we;

- Take all bullying problems seriously, both of pupils and adults;
- Investigate all incidents thoroughly;
- Ensure that bullies and victims are interviewed separately;
- Obtain information from those directly involved and those who witness the incident;
- Keep a written record of the incident, investigation and outcomes;
- Inform staff about the incident where a pupils is involved;
- Ensure that action is taken to prevent further incidents. Such action may include:
 - Imposition of sanctions;

- Informing parents of both bully and bullied;
- Providing appropriate training;
- Providing mentor support for both the victim and bully.

The School's Responsibilities

The professional standards for teachers, contractual and safeguarding frameworks for all adults working with children and young people, and the ECM outcomes for young people all require the exercise of a duty of care and, where necessary, the taking of actions for safeguarding and crime prevention. This includes challenging unacceptable behaviour such as racism or bullying that can impact on the wellbeing of individual or groups of pupils and supporting those who may be vulnerable to being drawn into violent extremist activity.

Sylvester may identify a need for specific support programmes for individual or groups of pupils such as mentoring, or access to experts who can provide guidance on issues of faith, well-being, anger, etc. These could be within the school or in partnership with others – for example school partnerships, local authority services, community partners, Youth Offending Teams, the police or other voluntary or statutory organisations.

Problem solving and repairing harm

Support to meet individual or group needs is well developed at Sylvester through the interventions of the Learning Mentor, use of SEAL and Silverset SEAL, targeted individual and group work and the involvement of other agencies. The school recognises the pupils also need to be helped to develop techniques for personal support, resolving conflict and repairing harm

Helping pupils and adults access support

Pupils, parents and families, schools staff and other professionals engaging with schools may need to have access to personal advice and understand who they can turn to for support in relation to preventing violent extremism issues. Sylvester recognises it has a duty of care to all the school community.

Managing Risk

Although, there are no current instances of young people being exposed to extremist messages within school, this is a risk of which Sylvester is to be aware. Risks could arise from:

- Harmful influence on pupils – for example from staff, parents, external groups or other pupils
- Inappropriate use of ICT systems
- External groups using school premises

Sylvester is aware of this risk and will actively monitor the situation.

Safeguarding Staff

The Governors at Sylvester also support the safeguarding of all personnel against unacceptable behaviour and have adopted a **ZERO TOLERANCE** towards parents and members of the public, which emphasises that threatening behaviour, verbal abuse or intimidation are all criminal offences. This school will not tolerate this type of behaviour towards any member of staff by any parent or visitor to this school. Anyone displaying behaviour of this type will be asked to leave the school and the incident will be logged and may be reported to the Police.

INTERVENTION TECHNIQUES

Strategies for reducing bullying

The following section lists some of the key strategies available to help to prevent or reduce bullying. They do require a commitment and investment in time and resources; however schools that have employed these strategies report a reduction in bullying and less time wasted through dealing with conflict between pupils.

These systems draw on children's knowledge and resourcefulness and therefore give ownership of the solutions. Unfortunately children feel empowered and are better able to manage their own behaviour and their relationships with other people.

A single strategy is unlikely to provide a complete solution to the problem of bullying.

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. It is important that these strategies are set up as a whole school initiative and not left to one capable and enthusiastic member of staff i.e. the PSHE co-ordinator or the Learning Mentor.

Issues around bullying are addressed both explicitly and discreetly within the PSHE curriculum and in the teaching of SEAL. This contains work on:

- Raising self-esteem
- Peer influences
- Assertiveness
- Relationships
- The law – anti-social behaviour, harassment
- Rights and responsibilities
- Citizenship

Issues around are also addressed through school assemblies, display work and staff training.

We active support children by carrying out a range of interventions such as:

- Co-operative Group work

- Circle Time
- Relax Kids Programme
- Befriending
- Mediation by adults
- Peer mediation
- Quality Circles
- Assertiveness training
- Working with victims
- Social Stories
- Restorative Justice
- Friendship Week

Racial tolerance

“Sylvester pupils will be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism”.

“If anyone ever feels unjustly treated then the school welcomes and values a response. It is in working together that we will make Sylvester even better”.

Racism is tackled in both the RE and in the PSHE curricula. The children part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children also e.g. we have had Indian dancers; African drummers.

Photographing:

- An established and reputable company is used to take official school photographs twice a year. Parents are informed of this via the school newsletter and asked to submit in writing if they DO NOT provide consent for the pictures to be taken.
- Parents consent to school taking photographs by signing a permission slip at Parents' Evening or upon entry to school. These photographs are for school use only and may appear in displays around the school or contribute to the assessment process.
- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

Whistleblowing

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt

with sensitively and with the necessary degree of confidentiality. The school follows the Local Authority's policy on Whistleblowing which is included in the Code of Conduct

To be reviewed – September 2018