



Bembridge CE Primary School
'Learning to love God, one another and ourselves'

Safeguarding Policy

Signed _____ Date: _____

(Head Teacher)

Signed _____ Date: _____

(Chairman Board of Governors)

Reviewed May 2018

Review Date: April 2019

SAFEGUARDING POLICY



PURPOSE

The purpose of Bembridge CE Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected. This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and responsibility when managing safeguarding concerns. Safeguarding is everyone's responsibility. As such it does not just rest with the Designated Safeguarding Lead (DSL) and their deputy to take a lead responsibility in all of the areas covered within this policy.

INTRODUCTION

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support. Our policy applies to all staff, parents, governors, volunteers, visitors and pupils. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

OUR ETHOS

Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk and are listened to. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something. We aim 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 'Keeping Children Safe in Education - Sept 2016' and implements policies, practices and procedures that promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

Definitions

Within this document:

'*Safeguarding*' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity undertaking 'regulated activity'. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

Key personnel

The Designated Safeguarding Lead for the Federation is: Sandra Grocock

The Deputy Safeguarding Lead is: Clemma Yardley

The **Safeguarding Governor** is: Sarika Braithwaite

The Chair of the Governing Body must deal with any allegations against the Headteacher.

Curriculum

The curriculum deals with safeguarding in two ways. Firstly, through the curriculum, covering relevant issues with the children in subjects such as Personal, Social and Health Education (PSHE) and sex and relationship education (SRE). Topics include such themes as Drugs, Stranger Danger etc. Children are encouraged to explore and discuss these issues. 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.

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 taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher through our LA linked system, EVOLVE.

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

Inclusion

Our school aims to be fully inclusive, actively seeking to remove barriers to learning and participation that can hinder or exclude individual pupils.

We try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at Bembridge are considered equal in the learning partnership. When children have special needs we make arrangements to inform parents and design specific programmes. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. We recognise that

children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This is reflected in our Child Protection Policy.

Behaviour

Good behaviour is essential in any community and we have high expectations for this. A Behaviour Policy is in place and clear guidelines detailing the rewards and sanctions available to staff. 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 and clear sanctions based on the "good choice" programme.

Anti Bullying Policy

We have a clear Anti Bullying Policy. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. Work on anti-bullying is ongoing throughout the year, with a focus annually during anti-bullying week in November.

Cyberbullying

The school recognises that it must take note of bullying perpetrated outside of the school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the school site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character.

It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Attendance

The school views absences both as a safeguarding issue and an educational outcomes issue and absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to address all unauthorised absences, and whenever a child's attendance and punctuality causes concern, in order to safeguard the welfare of children and young people in its care.

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, or to make a referral to children's social care. We work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of a Common Assessment Framework.

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 the school has a policy of phoning home to ascertain each child's whereabouts.

Pupils who are late must be signed in by parents giving reason for lateness.

Children Missing from Education

We implement the statutory requirements in terms of monitoring and reporting children missing education. Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns. See Annex A of 'Keeping Children Safe in Education' 2016 for further information.

http://4lscb.proceduresonline.com/isle_of_wight/p_ch_fam_go_missing.html

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Private fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the Children's Services department of any private fostering arrangement.

If a member of staff or volunteer at the school becomes aware that a pupil is being privately fostered they should raise this in the first instance with the Designated Safeguarding Lead for child protection. They will inform the children's services department and inform both the parents and carers that they have done so. The local authority will check that the arrangement is suitable and safe for the child.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Looked After Children

The most common reason for children becoming looked after is as a result of abuse and /or neglect. The school Governing body ensures that staff have the skills, knowledge and understanding necessary to keep looked after children safe. The Governing body ensures that appropriate staff have the information they need in relation to a child's looked after legal status. The governing body appoints a designated teacher to promote the educational achievement of children who are looked after and ensures that this person has the appropriate training. The designated safeguarding lead holds the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The school's designated teacher is Sandra Grocock.

Safer Recruitment

The school operates a safer recruitment process, in line with Part 3 of 'Keeping Children Safe in Education 2016'. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references. We also follow the procedures as set out in our Safer Recruitment Policy.

On all recruitment panels there is at least one member who has undertaken safer recruitment training. The Headteacher, Assistant Head and Chair of Governors have all undertaken the training on Safer Recruitment.

New staff are inducted into safeguarding practices.

Risk Assessments are drawn up for work experience visitors and clear guidelines given on first visit.

www.gov.uk/government/publications/keeping-children-safe-in-education--2

Disqualification under the Childcare Act

The childcare act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school, those undertaking training in the school (both salaried and unsalaried), casual workers and volunteers who are in regulated activity) are covered by this legislation in the following circumstances:

- they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including Reception age). This includes education in Nursery and reception classes (e.g. teachers

and support staff in a Reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and

- they work in childcare provided by the school outside of school hours for children who are above Reception age but who have not attained the age of 8. This includes activities such as breakfast clubs and after school provision. It does NOT include education or supervised activity for children above Reception age during school hours including extended school hours for cross-curricular learning activities, such as the school's Sports teams.

In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

As a school, we require all staff who may be impacted by this piece of legislation to complete a self declaration form and to inform the Headteacher immediately if they become aware of any changes to their circumstances that would require us to be aware.

If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed.

If a waiver is not granted we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Staff Induction

The DSL or their Deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the Child Protection policy (including the role of the Designated Safeguarding Lead and Child Protection Lead Officer), the Safeguarding policy, the Staff Code of Conduct, and part one of 'Keeping Children Safe in Education'.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

Induction of Volunteers

Regular volunteers (such as parents) also have DBS clearance. Volunteers are appropriately supervised.

For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school ensures visitors are accompanied at all times. Occasional visitors who do not have clearance will under no circumstance be left alone with a child or a group of children.

For extended contact with children, either running regular workshops or when children may be left alone with an adult, full DBS clearance is required. If the visitor is from the Health Service, Music Service etc we contact this service to ensure their employer has made all safeguarding checks.

Single Central Record

A single central record has been drawn up and is maintained by the school secretary: though the responsibility lies with the head teacher. The single central record covers all staff (including supply staff) who work at the school. All necessary checks are made and recorded. The record is all on one report, maintained on a secure office computer and can be printed for examination at any time. Further information on handling DBS certificate information can be found on GOV.UK

Child Protection Policy

The designated adult for Child Protection is Mrs Grocock and the designated governor is Mrs Sarika Braithwaite. There is a detailed Child Protection Policy, which is published on the school website. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. All governors and all staff have had appropriate child protection training, which is updated at least every three years. Forms are available for staff to record any concerns over children. These are handed in person to the designated adult. Forms are used for all concerns to allow a "full picture" to be built up. When necessary the Headteacher follows LA guidelines in reporting incidents/concerns.

Child Protection Conferences and Core Group Meetings

Members of staff may 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 member of staff will attend relevant Child Protection conferences.

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 well-being as well as relevant family related issues. This information will be shared with the parents/carers.

Confidentiality and Information Sharing

Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated members of staff disclose any information about a pupil to other members of staff on a need to know basis only.

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.

Keeping Records

The school will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies.

Internet Safety

The school has an E-Learning 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. The internet is an essential element in 21st century life for education, business and social interaction and the school has a duty to provide children and young people with quality access as part of their learning experience. It is the duty of the school to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world. The school weaves e-safety into its ICT curriculum through the year.

Parents are asked when their child starts school if they agree to their child using the internet and the appropriate form is signed. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

The Governing Body should ensure appropriate filters and appropriate monitoring systems are in place, to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material, being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. Further information can be found in Annex C of Keeping Children Safe in Education 2016.

<http://www.saferinternet.org.uk/>

http://4lscb.proceduresonline.com/isle_of_wight/p_esafety_abuse_dig_media.html

Please read the separate E Safety Policy and Acceptable Use Policy for further information

Social Media

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site,
- High profile events e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social Media policy

Please read Social media and Mobile Phone policy

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

Online Reputation

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

Photographing and Videoing

We have taken a sensible, balanced approach, which allows parents to photograph providing they follow certain guidelines. These are explained at the start of an event.

As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will seek consent for the period the pupil remains registered with us and, we will remove photographs if consent is withdrawn. Every effort will be made to remove images shared on social media but their withdrawal cannot be guaranteed.

Wherever possible photographs will only be taken on the school's owned equipment and stored on the school's network. No images of pupils will be taken or stored on privately owned equipment by staff members.

Preventing Radicalisation and Extremism

The Prevent Duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have received prevent training in order that they can identify the signs of children being radicalised.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum across the school.

Any child who is considered vulnerable to radicalisation will be referred by the Designated Safeguarding Lead to the Multi Agency Safeguarding Hub. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

Child Sexual Exploitation (CSE)

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child's being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Some of the following signs may be indicators of sexual exploitation:

- Children who go missing for periods of time or regularly coming home late;
- Children who regularly miss school or do not take part in education;
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who have mood swings or changes in emotional wellbeing;
- Children who display inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we will educate all staff in the signs and indicators of sexual exploitation. We will use the sexual exploitation risk assessment form (SERAF) and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk.

Gender based violence / Violence against women and girls (VAWG)

The Government have a strategy looking at specific issues that women and girls face. Female Genital Mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy. Within the context of this safeguarding policy the following shows how we respond to violence against girls.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the **DSL or Headteacher** will be informed that the member of teaching staff has called the police to report suspicion that FGM has happened.

At no time will staff examine pupils to confirm this.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

The Toxic Trio

The term 'Toxic Trio' has been used to describe the issues of **domestic violence, mental ill-health and substance misuse** which have been identified as common features of families where harm to women and children has occurred.

They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Domestic Abuse

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. Children witnessing domestic abuse is recognised as 'significant harm' in law.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

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's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to the Multi Agency Safeguarding Hub. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency.

Parental Mental Health

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to the Multi Agency Safeguarding Hub.

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Parental Substance Misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing

- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation - finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered to the Multi Agency Safeguarding Hub.

Health and Safety

The school has a health and safety policy, which is monitored regularly by the school governors. All staff are aware of the policy and have signed to explain they have read it and understand the implications.

Fire drills are undertaken half termly, call points are tested weekly in a systematic nature and the fire alarm system is tested annually by a specialist. A file on Fire, including risk assessments is in school and available.

Electrical equipment is PAT tested according to LA guidelines by an approved company.

Risk assessments for the site are in place (eg slips and trips). The caretaker walks round the site daily to ensure safety and formally inspects both site and building half termly.

Risk assessments are in place for pupil activities as necessary and are regularly updated.

<http://www.hse.gov.uk/services/education/>

Site Security

We provide a secure site, which is controlled by precise management directives. All staff must adhere to the rules:

- Once the pupils are in school the side and front gates are locked.
- Doors are kept closed to prevent intrusion.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window. They are requested to show ID.
- Credentials of formal visitors (e.g. school nurses) are checked at this point.
- Children are never allowed to leave school alone during school hours, and when collected by an adult, must be signed out
- If they return later (e.g. following a doctor's appointment) they must be signed back in.

First Aid

A First Aid Policy with guidance has been drawn up.

In school there are always trained members of staff who oversee first aid. These individuals are named in our policy and in the first aid room.

There are a number of first aid kits situated around school and a medical room. Our policy covers protocol to be covered and all injuries and medical intervention are recorded. If pupils bump heads a sticker is placed on the child indicating a bumped head to parents and a note completed to inform teachers. If a bumped head causes swelling or if the first aider has any concerns the parent is contacted.

The policy is that members of staff will only administer doctor prescribed medication. Parents complete a permission form with details and medication given is recorded with dosage, time and person administering. All medication is securely stored.

Transporting pupils

Parental cars will never be used to transport children, unless the school requests and the parent agrees to transport their own child to and from a venue e.g. for a sporting event. Parents clearly have the right to make their own independent arrangements to transport friends with parental consent. The school will not arrange for parents to transport children other than their own under any circumstances.

Whistleblowing

If members of staff ever have any concerns about people working in school, 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 Education Authority's policy on Whistleblowing.

This policy should be read in conjunction with the school's Child Protection Policy and Staff Code of Conduct

Copies of these publications are on the school server and in the staffroom accessible to all:

'Keeping Children Safe in Education' - Sept 2016

'Guidance for safer working practice for those working with children and young people in education settings - October 2015'

'What to do if you're worried a child is being abused - March 2015'

As a school, we review this policy at least annually in line with DfE, IOW LSCB, and any other relevant guidance.

REVIEWED MAY 2018

NEXT REVIEW APRIL 2019

APPENDIX 1

School Policies relating to Safeguarding

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Educational Visits Policy
- E-Safety Policy
- EYFS Policy
- Health and Safety Policy
- Intimate Care Policy
- Looked After Child Policy
- Safer Recruitment Policy
- SEND (Special Educational Needs and Disability) Policy
- SRE (Sex, Relationships Education) Policy
- Single Equalities Policy
- Whistleblowing Policy

APPENDIX 2

A 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'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and all 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 CAF and Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- Medicines and medical policy/injuries protocol provide guidance on managing and responding to medical needs
- 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 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.

