

**Oakdale Infants School
SAFEGUARDING CHILDREN POLICY**

**Based on Redbridge Model Policy
(Reviewed by LB Redbridge Safeguarding Officer August 2010)**

Revised: October 2010

Agreed by Governors : 7/10/10

Safeguarding Children Policy

Oakdale Infants School

This policy was adopted in October 2010

The policy is to be reviewed in October 2011

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children” 2010

“London Safeguarding Children’s Board Procedures” 3rd Edition

“What To Do If You Are Worried A Child Is Being Abused” 2006 ¹

Safeguarding Children and Safer Recruitment in Education² 2007

Redbridge Local Safeguarding Children’s Board

1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 in relation to the independent sector) to safeguard ³ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that all staff⁴ and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

1.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ What To Do If You Are Worried A Child is being Abused www.doh.gov.uk/safeguardingchildren/index.htm

² Safeguarding Children and Safer Recruitment in Education (1st January 2007)

³ Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies”

⁴ “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 1.5 The aims of this policy are:
- 1.5.1 To support the child's development in ways that will foster security, confidence and resilience.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or neglect.
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
 - 1.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
 - 1.5.6 To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse or neglect.
 - 1.5.7 To develop effective working relationships with all other agencies, involved in safeguarding children.
 - 1.5.8 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

2.0 Procedures

- 2.1 Our school procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 3rd edition, and "Working Together to Safeguard Children". We will ensure that:
- 2.1.1 The Governing Body understands and fulfils its safeguarding responsibilities.
 - 2.1.2 We have a designated senior member of the leadership team for child protection who has undertaken 'Nominated Safeguarding Children Advisers' training delivered through the Redbridge LSCB, and who

undertakes other training as recommended by Children's Services every two years.

- 2.1.3 We have a member of staff who will act in the Nominated Safeguarding Children Adviser's absence who has, also received basic multi-agency training, and who will have been briefed in the role.
- 2.1.4 Each member of staff is provided with opportunities to receive training by the Nominated Safeguarding Children's Adviser in order to develop their understanding of the signs and indicators of abuse or neglect every three years.
- 2.1.5 Each member of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- 2.1.6 Each parent/carer are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- 2.1.7 Our lettings policy will ensure the suitability of adults working with children on school sites at any time.
- 2.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.1.9 Our selection and recruitment policy includes all checks on staff suitability including Criminal Records Bureau checks as recommended by the DfE and in accordance with current legislation.
- 2.1.10 The name of any member of staff considered not suitable to work with children will be notified to the DfE, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations⁵
- 2.1.11 Our procedures will be annually reviewed and up-dated.

⁵ The 'Barring Regulations' are the Procedures for Barring or Restricting People Working with Children in Education' DfES July 2003 (Revised September 2005) To be replaced by The Safeguarding Vulnerable Groups Act 2006.

2.1.12 The name of the Nominated Safeguarding Children's Adviser will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

2.1.13 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the Nominated Safeguarding Adviser and the booklet "What to do if You're Worried a Child is Being Abused", and have these explained, as part of their induction into the school.

3.0 Responsibilities

3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.

3.1.1 We have a Nominated Safeguarding Children Adviser who is responsible for:

3.1.2 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Services. A written referral using the Multi Agency Referral Form will be faxed to Social Services as soon as possible within the school day.

3.1.3 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.

3.1.4 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.

3.1.5 Ensuring that an indication of further record-keeping is marked on the pupil records. (Red dot -safeguarding Blue dot S.E.N.)

3.1.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals.

3.1.7 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.

- 3.1.8 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or Social Worker
- 3.1.9 Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
- 3.1.10 Providing, with the Head teacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Nominated Safeguarding Adviser, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (children to remain anonymous).
- 3.1.11 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by the Redbridge LSCB or the Safeguarding Training Officer.

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or neglected, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 Our school will support all pupils by:
 - 4.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - 4.4.2 Promoting a caring, safe and positive environment within the school.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- 4.4.4 Notifying Social Services as soon as there is a significant concern.
- 4.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated.
- 4.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head teacher at the pupil's new school as a matter of urgency, a photocopy of these records should be kept in a confidential file.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Headteacher` + or Nominated Safeguarding Children Adviser will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 5.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 5.5 We will always undertake to share our intention to refer a child to social services with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social services on this point.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Nominated Safeguarding Adviser and to seek further support. This could be provided for all staff by, for example,

the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

6.4 We recognise that designated staff should have access to support (as in 6.2 above) and appropriate workshops, courses or meetings as organised by children's services or the local safeguarding children's board.

7.0 Allegations against staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 6.3 above)

7.2 All staff should be aware of the school's behaviour/discipline policy. This can be found on the staffroom noticeboard and in the school office.

7.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

7.3.1 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer.

7.3.2 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.3.1 above, without notifying the Headteacher first.

7.3.3 The school will follow the Local Authority procedures for managing allegations against staff as outlined in Chapter 5 "Safeguarding Children and Safer Recruitment in Education 2007". This is to be read in conjunction with the LSCB agreed Redbridge process flowchart which reflects that contained within the London Procedures.

7.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 7.3.2. above) in making this decision.

7.3.5 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

8.0 Whistleblowing

8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer for Child Protection

9.0 Positive Handling

9.1 Our policy on positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with DfE guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006'. This guidance states that staff must only ever use physical intervention as a last resort, eg. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.

9.2 Such events should be recorded and signed by a witness.

9.3 Staff who are likely to need to use specialist positive handling techniques should be appropriately trained. Individual training in the form of the Team-Teach approach is supplied to Redbridge schools upon request by Children's Services Authority and focuses on de-escalation, diversion and diffusion strategies. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour.

9.4 We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.0 **Anti-Bullying**

- 10.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Redbridge Children's Services Authority has their own anti-bullying framework policy that is monitored by Redbridge Anti-Bullying Steering Group

11.0 **Racist Incidents**

- 11.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Redbridge Ethnic Minorities Achievement Team.

12.0 **Prevention**

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.
- 12.2 The school community will therefore:
- 12.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
 - 12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 12.2.3. Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

14.0 **Health & Safety**

- 14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both

physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

15.0 Pre School Children and After School Services

- 15.1 Working Together recognises that pre school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.
- 15.2 All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 should have a written statement based on the procedures laid out in the booklet "What To Do If You're Worried A Child Is Being Abused" 2006. This statement should clearly set out staff responsibilities for reporting suspected child abuse or neglect in accordance with Local Safeguarding Children's Board procedures (The London procedures in the case of Redbridge) and should include telephone numbers for the local police and children's social services.

16.0 Policy Review

- 16.1 The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to Children's Services.

Designation	Date	Name	Signature
Safeguarding Co-ordinator			
Headteacher Deputy Safeguarding Co-ordinator			
Safeguarding Governor			
Safeguarding Governor			
Chair of Governors			