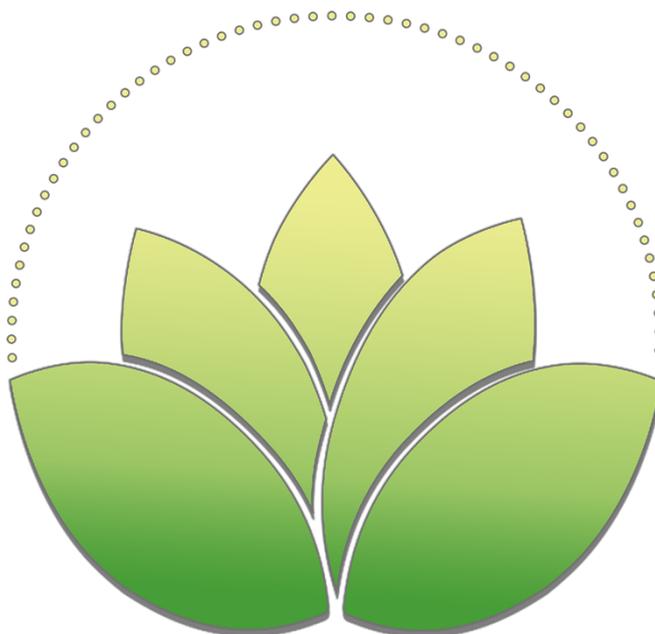


Safeguarding Policy 2018

Shapla Primary School



Approved Date: 12.09.18

Review Date: September 2019

Signed: Mark Campbell (Chair of Governors)

The Designated Safeguarding Lead (DSL) at Shapla Primary School is the Headteacher – John Musgrave Bolanos, who has overall responsibility for safeguarding and child protection. The deputy DSLs are the Assistant Headteachers – Dawn Pritchard and Kieran Baker. The governor with responsibility for safeguarding is Jill Hankey. The DSL, deputy DSLs and the safeguarding governor undertake appropriate training at least every two years in Advanced Safeguarding, Child Protection and Safer Recruitment.

Safeguarding is an important part of everyday life at Shapla. We take Safeguarding very seriously and continuously monitor and update policies and procedures in line with new legislation. All safeguarding and child protection concerns are reported, recorded and monitored securely using an online system called CPOMS.

Safeguarding is everyone's responsibility, and the best interest of the child. We are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. The governors and staff at Shapla fully recognise the contribution they make to safeguarding children. We recognise everyone including volunteers, have a full and active part to play in protecting our pupils from harm. All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

We ensure that all staff:

- maintain an attitude of 'it could happen here' where safeguarding is concerned
- are aware of the types of abuse and neglect so that they are able to identify cases of children who may need help or protection
- know that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label
- know what to do if a child tells them he/she is being abused or neglected
- know that any person can make a referral to children's social care or to the police directly; therefore, are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments
- can identify emerging problems as part of the early help process, liaise with the DSL, share information with other professionals to support early identification and assessment and, in some cases, act as the lead professional in undertaking an early help assessment

Staff training

All staff receive regular Safeguarding and Prevent training and are updated with new information whenever required through staff meetings, INSET and briefings. New staff also receive relevant safeguarding training as part of their induction programme. All staff must read and understand part one of "Keeping children safe in education: Statutory guidance for schools and colleges" (DfE, September 2018). All staff and regular volunteers are provided with:

- A copy of part one of the DfE KCSIE guidance

- Safeguarding policy
- Child Protection Policy
- Safer Care Code of Conduct
- Online Safety Policy
- Whistleblowing Policy

These documents are also published on the school website. The Governing Body and Headteacher ensure that staff are fully trained and confident to report any safeguarding issues.

ID cards

All staff need to use their ID card to enter and leave the premises – ID must be worn by all staff and visitors at all times. Visitors must wear a visitor badge which is available from the school office.

Reporting a safeguarding or Child Protection concern

All safeguarding concerns must be reported using the online Child Protection Online Management System (CPOMS). The DSL is informed immediately and can then assess the issue(s) raised and decide on the appropriate course of action.

Governors

An annual report on safeguarding compliance, and any issues that have arisen in relation to safeguarding, will be produced by the DSL for the Governing Body. Incidents of bullying and racism are reported termly, through the Headteacher's report to Governors.

The updated KCSIE 2018 guidance includes the Department for Education's recommendation that the school must contact the Teaching Regulation Agency (TRA) Teacher Services to check if a person we propose to recruit as a governor is barred due to being subject to a section 128 direction.

Safer Recruitment

The DSL (Headteacher), deputy DSLs (Assistant Headteachers), the Chair of Governors and the School Business Manager are trained in Safer Recruitment procedures. Safer recruitment guidelines and procedures are followed when making appointments of staff members at Shapla - adverts state our commitment to safeguarding. The interview panel always consists of at least one member with Safer Recruitment training. We are rigorous in selection criteria, interview procedures and obtaining references for all staff to ensure that children are safe. All new appointments are conditional on satisfactory completion of the necessary pre-employment checks (outlined in 'Keeping Children Safe in Education' - section 3).

Single Central Record and DBS

The School Business Manager maintains confidential records regarding ID for every member of staff, volunteers and business partners on a Single Central Record. These are kept on the school's administration drive and can be accessed only by the Headteacher, Assistant Heads and School Business Manager. Paper copies are also maintained securely. An enhanced DBS check is made for all employees and volunteers. A Prohibition orders check is carried out for all teachers. This is monitored termly by the governor responsible for Safeguarding. Any ad-hoc volunteers, such as parents attending trips, are always supervised by a member of staff and are never left alone with children. Professional colleagues, for example the Speech and Language Therapist or the guitar teacher who regularly work with individuals or groups, will have an enhanced DBS check through their own organisation which is checked and monitored by the school office. A list of DBS numbers is held in the school office. Any contractors are instructed to work out of school hours, unless in the case of an emergency in which case they are supervised by the Premises Manager.

Emergency contact details

In line with part 2 of KCSIE 2018 guidance, we ensure that we hold more than one emergency contact number for pupils where reasonably possible.

Safer Care Code of Conduct

All staff must follow the requirements outlined in the Safer Care Code of Conduct to ensure the safety of children and other staff (see Safer Care Code of Conduct).

Allegations Involving School Staff

If a child, parent or member of staff makes a safeguarding complaint against a member of staff, the person receiving the complaint must immediately inform the DSL. In the case of an allegation against the Headteacher, this must be reported to the safeguarding governor, who must seek advice from Children's Social Care, and ensure that procedures are followed (outlined in 'Keeping Children Safe in Education' - section 4). An investigation will be completed through the Managing of Allegations of Abuse against Staff policy. A referral to the Disclosure and Barring Service (DBS) will be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

Whistleblowing

All staff are aware of the whistleblowing policy and follow procedure accordingly. Any allegations made will be investigated thoroughly through the appropriate channels. All staff must feel safe to raise any concerns through this policy without fear of discrimination or reprisal (See Whistleblowing Policy).

Data Protection

Whilst General Data Protection Regulation (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Looked After Children

We recognise the potential vulnerability of looked after children with regards to safeguarding. We keep a record of children who are looked after and we follow procedures detailed in the Looked after Children policy. Looked after Children also have a personal education plan through the LA.

Children with special educational needs and disabilities (SEND)

We recognise that SEND children can face additional safeguarding challenges, as additional barriers can exist when recognising abuse and neglect in this group of children. We are careful to mitigate:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Children who go missing from education

The DSL will inform the local authority of:

- any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more
- any pupil who is going to be deleted from the admissions register
- any pupils who join or leave the school at any time other than standard transitions within 5 days

Radicalisation and Extremism

The Prevent Duty – The Counter Terrorism and Security Act 2015 places a new statutory duty on schools to prevent people being drawn into terrorism and extremism. Protecting a child from radicalisation and extremism is an important part of safeguarding. We follow the Prevent Guidance (Section 29 CTSA) - "Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy. All DSLs attend regular training on Radicalisation and Extremism and follow procedural guidance from LBTH if there are any concerns about a child's safety with regard to radicalisation.

In addition, the LBTH Resilience Curriculum advisor runs curriculum workshops in Year 5 and 6 to develop children's own awareness and resilience in this area and to develop critical thinking. We also run Prevent/online safety workshops for parents so they understand the online risks of radicalisation as children grow up, and can therefore take steps to protect their child.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. All staff receive specific training and are vigilant where there is any concern that this may be a risk for families at Shapla (See Child Protection policy). Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

Honour Based Violence including Female Genital Mutilation (FGM)

If risk of FGM or Honour Based Violence is suspected, the DSL will refer directly to Social Services (See Child Protection policy). If actual FGM of a child is suspected or disclosed by a child, we also contact the police.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts - dismissing or tolerating such behaviours risks normalising them

When a disclosure is made relating to child-on-child sexual violence or harassment, the DSL must be informed and they will immediately decide whether to:

- manage the case internally
- seek early help with a multi-agency approach
- refer to children's social care
- report the case to the police

Bullying

We take bullying very seriously at Shapla and we are consistent in our approach to challenge all forms of bullying. All stakeholders know, understand and follow our Anti Bullying Policy. Any incidences of bullying are reported to LBTH and to the governing body (see Keeping Safe, Anti Bullying Policy, Diversity & Equalities statement).

Domestic Violence

We recognise the impact that Domestic Violence has on the welfare of a child, including those who are in refuge or temporary accommodation. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Staff are vigilant and report any concerns so that action can be taken where the child’s wellbeing is compromised. We are able to make direct referrals to supporting agencies. Our Parent Support Partner is also able to signpost parents to other agencies providing direct support.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Technology and online safety

We recognise the rapidly changing landscape of technology, and the risks that this can bring for children and families. Child sexual exploitation, radicalisation and sexual predation with technology often providing the platform that facilitates harm.

We ensure that children are equipped to keep themselves safe through the online safety curriculum which is provided in KS1 & KS2. Staff are trained in online safety, and follow school policy and procedures. Our internet providers manage safe web access throughout the school environment. We offer training for parents in eSafety.

Any photographs taken by staff as part of learning at Shapla must not be taken on personal devices, nor saved offsite or on web based platforms.

Staff should be mindful of professional and personal conduct when using their own social media accounts. Privacy settings should be applied wherever possible – it is recommended that staff use usernames that do not identify themselves to pupils or parents. Staff should not add pupils (past or current) or parents to their friends list or communicate directly with pupils or parents via social media, text or personal email. School or confidential matters must not be discussed via social media as this may result in disciplinary action being taken

Positive behaviour

We have high expectations of behaviour at Shapla and we strive to be consistent in our approach with children across the whole school. We understand that good behaviour is necessary to ensure safety for all children. We work closely with parents to develop a shared understanding of expectations and to manage any behaviour concerns that may impact upon learning and safety (see Behaviour Policy).

Curriculum

Our ethos and curriculum provision ensures that children can keep themselves safe. We teach a broad and balanced curriculum. We actively promote global and social awareness, and a regard for British Values through the International Primary Curriculum and a variety of curriculum visits. We recognise the role of schools as safe spaces where children can understand and discuss sensitive topics, including terrorism, extremist ideas and how to challenge these ideas.

We follow the PHSEE Nelson Thornes scheme 'Real Health for Real Lives'. Each year group learn units called 'Me and keeping safe' and 'Me, medicines and drugs'. We work closely

with Tower Hamlets Healthy Lives team who provide us with workshops such as drug and alcohol awareness, and Relationships / SRE. Childline delivers workshops in Year 5 and 6. Chinwag theatre works with Year 3 to explore racism and bullying. In addition, we are visited by specialist organisations such as Teddy Bear's Hospital, TfL, the River Police and the London Fire Brigade who run assemblies and workshops.

Educational Visits

We take classes on educational visits several times a year. All school visits must be planned for carefully and risk assessment documents uploaded via EVOLVE, the school visits system used by Tower Hamlets, at least two weeks prior to the visit. The Educational Visits Co-ordinator (EVC) and/or Headteacher will then review the plans and approve them. Trips will not go ahead unless approval has been granted. Dangerous activities (as outlined on EVOLVE) and residential visits must also be approved by the local authority. We ensure that adult:child ratios are within guidelines. Parents often accompany us on school visits, and they are briefed about their role before the trip begins (see Educational Visits policy).

We have high expectations of listening, attention and good behaviour on visits, and children understand what is expected of them. This is fundamental to the safety of all children and staff. Children in Year 5 also attend a residential centre, where learning in a safe indoor and outdoor environment is reinforced at all times.

Substance Misuse

Children learn about substance misuse as part of the PHSEE curriculum 'Me, medicines and drugs'. Tower Hamlets Healthy Lives team delivers tobacco, alcohol and cannabis workshops for children in Year 5. Any incidence of substance abuse by a child will be investigated and discussed with parents. A referral to other agencies may be made (see Drug Education policy).

Smoking is banned on school premises. Any member of staff engaging in substance misuse on the premises will be liable to disciplinary action as this is gross mis-conduct (see Disciplinary policy).

Emotional well-being of children

Our PHSEE curriculum enables all children to develop social and emotional awareness and find ways of managing their feelings. Staff are vigilant to address children's emotional well-being and to intervene where necessary if there is a need to identify underlying issues. We share in confidence specific concerns about a child's emotional well-being during staff briefing meetings, so we can monitor those children more closely, especially in the playground. Our Learning Mentor is trained in a variety of techniques to help children with emotional issues, and we refer children for individual and group support in KS2 to remove barriers to learning. We work with a variety of agencies including CAMHS, Educational Psychologist and Chinwag theatre. We have positive relationships with parents and work closely with them to support the emotional needs of their children.

Intimate care of children

Children with disabilities, SEN or medical needs may require intimate care, such as toileting, changing, showering or creaming of children with eczema. A child's right to privacy must be always be respected. Two designated members of staff known to the child must always be present. Intimate care takes place in the designated disabled access toilet/shower room. The door must remain closed to protect the child's privacy (see Intimate Care Policy).

Medicines

Our School Nurse works closely with the Headteacher and the SENCo to manage medical needs across the school. We follow a clear referral procedure to ensure that medical needs are identified and addressed. Parents are also closely involved. Ongoing medical conditions such as asthma are monitored by the School Nurse, and Health Care Plans are also written and monitored for ongoing medical conditions. Medicines are kept securely in the school office. Only prescribed medicines for the named child are administered in school (see Medicines in School policy). A referral to the School Nurse may highlight fabricated illness. This will be treated as a Child protection issue and referred accordingly.

Asthma

Children in KS2 must carry their asthma pumps at all times – inside the school building, during PE, swimming, visits and outside during playtime. The class teacher must check that every child in the class who has an asthma pump has it on their person prior to leaving the school on visits or to go swimming. No child who has an asthma pump must leave the school premises for any reason without an asthma pump unless the permission of the headteacher has been given. Spare emergency asthma pumps are kept in the school office.

EpiPens

Some children with allergies require epiPens to be administered in the event of an allergic reaction. Two epiPens per child must be kept in school at all times and two epiPens must be taken when a child goes offsite for any reason, such as swimming or a school visit. There are trained members of staff who can administer epiPens. EpiPens are stored in clearly labelled boxes in the school office with a copy of the child's Health Care Plan. When a child requires an EpiPen to be administered, the school office must call 999 immediately for an ambulance and inform the child's parents.

First Aid

A record of all accidents is maintained on CPOMS and parents are informed at home time. We have qualified First Aiders in school, including support staff and midday meals supervisors, who are trained to assess and treat any minor injuries. In this case we let parents know at the end of the day. Parents are contacted immediately if a child needs to be taken to be further assessed or treated offsite.

In the case of a head injury, the child is assessed in the first instance. Parents are always contacted. In the case of serious injury or illness, an ambulance is always called. Parents are informed immediately and, where necessary, a Serious Injury form is forwarded to the local authority. Where we cannot contact a parent, we will leave a message where possible and contact the child's emergency contact(s).

Health and Safety and the physical environment

We have a named Health and Safety officer who is responsible for ensuring the safety of children onsite – John Lovett, Premises Manager. We are compliant with all statutory duties concerning health and safety, including Fire Safety and emergencies. The Head teacher and Health and Safety officer check the school environment and grounds daily. Staff should immediately bring to the attention of the headteacher anything that appears dangerous or broken in the building or school grounds. We respond promptly to rectify any areas of concern and to ensure the safety of children and staff onsite (see Health and Safety Policy).

Restraint

All staff follow clear guidelines in the highly unusual need for restraint of a child. The use of reasonable force to ensure children's safety is permitted (see Restraint policy).

Parents

We offer parents information and support around safeguarding concerns, such as access to different parenting programme, including Strengthening Families and Strengthening Communities. We run a variety of information workshops for parents, including:

- Speakeasy (FPA)
- online safety
- safeguarding led by LBTH Muslim Children's Safeguarding Officer
- seminars from East London Mosque linked to Prevent and troubled families
- extremism and radicalisation led by LBTH officers
- SureStart Stay and Play sessions for pre-school children
- NSPCC
- Haven (Domestic Violence)