

**St. Paul's CE Junior SCHOOL**

**OVERARCHING  
SAFEGUARDING  
STATEMENT**

**2015/2016**

**Head teacher**

**Chair of Governors**

Signed: Ruth Webster

Signed: Vanda Brown

Date:

Date:

This Statement will be reviewed annually. This Statement will be next reviewed in **September 2016**

## INTRODUCTION

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfES (now DfE) guidance Safeguarding Children and Safer Recruitment in Education (2007), the Common Assessment Framework for Children and Young People (2007), the DfE Statutory Framework for Early Years Foundation Stage (2012), Working Together to Safeguard Children (2013) and Ofsted's Safeguarding in Schools: Best Practice (2011). The school will also refer to and follow the policies and procedures developed by the Cumbria Local Safeguarding Children's Board (LSCB) [www.cumbrialscb.com](http://www.cumbrialscb.com).

Because of our close day to day contact with children, education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage.

The Governing Body and staff of **St. Paul's** School take seriously our responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

This is further cemented by the new DfE Statutory Framework for the Early Years Foundation Stage (2012) which sets out the general safeguarding and welfare requirements for EYFS children .

Our statement and related policies and procedures relate to all members of the school community including pupils, staff, governors, visitors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within PHSE and within the safety of the physical environment provided for the pupils.

## OFSTED'S DEFINITION OF SAFEGUARDING

Ofsted has defined the term Safeguarding as "being not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; school security. (*Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted Jan 2013*).

Safeguarding is the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

This Statement should thus be understood alongside other school policies which fall under the safeguarding 'umbrella' as listed on Pages 5 and 6 of this document. Related policies can be found **[in the policies folder held in the office]**. All relevant policies will be reviewed in accordance with the latest DfE Guidance (July 2013) by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Person for Child Protection (DPCP) will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. There is also a Designated Governor for Child Protection.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments from all these stakeholders contributing to this process.

## ETHOS

**St. Paul's CE Junior** School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

**St. Paul's CE Junior** School will endeavour to support the welfare and safety of all pupils through:

- maintaining children's welfare as our paramount concern;
- ensuring the content of the curriculum includes social and emotional aspects of learning;
- developing and implementing policies for tackling bullying; racist abuse; harassment and discrimination and ensuring these are included in the curriculum;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to;
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties;
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right;
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- ensuring all staff are able to recognise the signs and symptoms of abuse through ongoing training and support and are aware of the school's procedures and lines of communication;
- ensuring that staff are aware of the role of the Designated Person for Child Protection;
- provision of further training for staff/governors and inclusion of child protection issues in the induction of new staff/governors;
- ensuring we practice safe recruitment in checking the suitability of staff, governors and volunteers to work with children;
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals;
- developing effective and supportive liaison with other agencies;
- implementation of documented safeguarding and health and safety policies including the organisation and arrangements for maintaining the health, safety and welfare of all those involved with the school, including pupils, which include:
  - assessing risks to children and developing and implementing effective controls to prevent accidents or incidents;
  - ensuring there is sufficient first aid provision in the form of equipment and appropriately trained staff both in school, extended schools on educational visits;
  - ensuring that procedures in line with OEAP National Guidance <http://oeapng.info/> guidelines are followed and implemented in relation to learning outside the classroom/educational visits including the need for adequate planning, supervision and risk assessment;
  - ensuring a clear policy on the administration of medication is implemented to meet the needs of pupils with short or long-term medical needs and medication is only administered in accordance with school policy;
  - ensuring staff are familiar with the protocols for intimate care and maintaining dignity in line with school Policy;
  - ensuring staff, pupils and parents are familiar with the Whole School Behaviour Policy which includes the use of discipline, sanctions and rewards and which also focusses on preventing and reacting to cases of bullying;
  - ensuring staff are aware of the definition of reasonable force and when this can be used and that sufficient staff have been trained in de-escalation and positive handling (Team Teach) techniques;
  - ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;
  - inspection and maintenance of the grounds including trees and physical site security measures to safeguard pupils, staff and any other users of premises;
  - inspection and maintenance of equipment, machinery and services in line with current legislation and manufacturer's instructions by competent person with records held in the School Buildings Register;
  - ensuring staff receive adequate induction and regular training and instruction in subjects which maintain the health, safety and welfare of themselves and others (including children) such as safeguarding and child protection; first aid, manual handling, lifting and handling, positive handling, food hygiene, use of machinery, safe use of hazardous substances, physical education, educational visits, fire safety, risk assessments etc.
  - children receive regular instruction in fire safety and participate in regular fire drills/practices;
  - ensuring hazardous substances including asbestos containing materials and water hygiene (legionella) are managed in line with relevant legislation;
  - ensuring meals, snacks and drinks provided to children are healthy, balanced and nutritious and ensuring fresh drinking water is accessible at all times;
  - obtaining information before a child starts school about any special dietary requirements, food allergies and special health requirements, and ensuring all relevant personnel are aware of these;
  - ensuring there are suitable facilities for the hygienic preparation of food and ensuring that those responsible for preparing and handling food are competent to do so;
  - notifying Ofsted of any food poisoning affecting two or more children looked after on the premises within 14 days of the incident;
  - securely maintaining pupil data, including digital images in line with the Data Protection Act and school Policy;
  - including internet and communication safety in the curriculum in line with school Policies to enable children to access technology safely;

- ensuring that the use of technologies including mobile phones and cameras by pupils, staff and others is managed effectively in line with school Policies;
- ensuring children are adequately supervised during the school day, extended schools and on off site visits including break times and before and after school;
- ensuring there adequate pedestrian-vehicle separation on school grounds;
- ensuring only local transport is hired where seat belts are fitted and ensuring children wear them;
- ensuring booster seats/cushions are used in private vehicles for pupils under 12 years and 4ft 5in;
- ensuring the dangers of the sun form part of the PSHE/science curriculum; parents are informed of school sun safety procedures and staff are proactive in sun safety measures in line with school Policy.

## PARTNERSHIPS WITH OTHERS

Schools do not operate in isolation. The welfare of children is the corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. **St. Paul's CE Junior** School follows Cumbria Child Protection Procedures (as endorsed by the Cumbria Local Safeguarding Children Board) and has links with the Local Authority, the School Health Service, the local police, Children's Centre's, the Extended Schools Service and the Education Social Care Service.

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures as outlined on the Cumbria Local Safeguarding Children Board website and within the **School Child Protection Policy**.

## TRAINING AND SUPPORT

Our school will ensure that the Designated Person/Deputy Designated Person for Child Protection, the designated governor and the governing body attend training relevant to their role. We will ensure that all staff have access to Safeguarding training, which is relevant and appropriate to their role and that this is implemented. All other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.

There is a designated Health and Safety Coordinator in school who has receive appropriate training in relation to their role i.e. IOSH Managing Safely in Schools training or similar.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there is also a designated Educational Visits Coordinator who has received training and refresher training in planning and managing off-site visits.

There is a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction, first aid, asbestos management, fire safety, positive handling, moving and handling, minibuses drivers, risk assessment, food hygiene, safe use of machinery and other training commensurate with the roles and responsibilities of departmental staff.

## PROFESSIONAL CONFIDENTIALITY

Our school has a clear confidentiality policy which forms part of the School Child Protection Policy which is reviewed annually as part of full governors and Initial Staff Inset and is presented to all working adults within the school.

## SAFER RECRUITMENT AND SELECTION

The school pays full regard to DfES (now DfE) guidance 'Safeguarding Children and Safer Recruitment in Education' 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking DBS checks. This process applies to both employed staff and volunteers.

There will always be at least one member of any interview panel for new staff, volunteers and contracted services who has received Safer Recruitment training.

Further details can be found in the **School Child Protection Policy**.

## **DBS REFERRAL**

The Disclosure and Barring Service's (DBS) role is to help prevent unsuitable people from working with children and vulnerable adults.

Referrals are made to the DBS when an employer or an organisation, has concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults. In these circumstances the employer or regulatory body must make a referral to the DBS. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service (DBS).

The responsible senior manager will **also** contact the Local Authority Designated Officer (LADO) if the member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff members conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria LSCB website and the **School Child Protection Policy**.

## **RELATED SCHOOL POLICIES**

***(to be read and followed alongside this document)***

- Child Protection Policy
- Health and Safety Policy
- E-Safety Policy
- Whole School Behaviour Policy including procedures for preventing and dealing with Bullying and Racism, Positive Handling, Support and Physical Intervention Procedures etc.
- Sex Education Policy
- School Single Central Record
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Single Equality Plan/Objectives
- Guidance on the Use of Photographic Images
- School Drug Policy
- Managing Medicines Procedures
- Intimate Care Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- First Aid and Accident Procedures
- Data Protection Policy
- Special Educational Needs Policy
- Risk Assessments (inc. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register)
- Accessibility Plan
- Lettings Arrangements