

## **Safeguarding Policy**

### **Our Mission Statement at Clifford Road**

*“Celebrating Achievement in all”*

#### **Ethos**

*At Clifford Road we want to encourage and develop a love of learning for our pupils that will stay with them throughout their lives.*

*Our aim is that they are healthy and safe, that they enjoy and achieve in all that they do and that they make a positive contribution to society and have success in the future.*

*This is underpinned by our belief that all children should be valued and treated fairly and consistently regardless of their ability. Personal, social and health education run throughout our school and together with Special Educational Needs form the building block that moves our school forward*

*At Clifford Road we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.*

#### **Aims**

The aim of Clifford Road Primary School’s Safeguarding Policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

#### **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 Pupils, Staff, Parents, Governors, volunteers and visitors.

#### **Procedures**

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school’s Safeguarding Policy and told who our Designated Senior Lead and Alternate Designated Leads are for Safeguarding is (See Appendix 1). They will also be shown the recording format, given information on how to complete it and who to pass it to. Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. They will be given a copy of Part 1 of *Keeping Children Safe in Education – Information for all schools and college staff 2016*. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Senior Lead.

New staff who have not had any Child Protection training, or staff who have had training more than three years ago, will be advised how to access up to date single agency training.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be given a set of Safeguarding Procedures, they will be told who our Designated Senior Lead and Alternate Designated Leads are and what the recording and reporting system is.

When new pupils join our school, all parents and carers will be informed that we have a Safeguarding Policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with Child Protection enquiries and what happens should we have cause to make a referral to Customer First. The Leaflet *Keeping Children Safe in Education 2016* will be made available to all parents/carers who request a copy and be given to all parents/carers for whose child we have referred to Customer First.

In response to the Section 8 inspection on 11<sup>th</sup> February 2014, a priority for the school has been to ensure that we have a clear policy and procedures in place to help pupils who have emotional and behavioural problems to start the beginning of their school day well. The school has considered how we can support these pupils from when they leave home to when they arrive at school so that they can settle down quickly and are ready to learn. The Family Liaison Officers have a large amount of information that can be shared with parents and carers through meetings and handouts and a wide variety of strategies have been adopted to provide targeted support and interventions. (Please see appendix 2).

All staff are made aware of who is the Prevent Lead and what Prevent is about.

## **Training**

Every member of staff will undertake appropriate Safeguarding Training every year. The Designated Senior Lead, the Alternate Designated Leads and any other senior member of staff who may be in a position of making referrals or attending Child Protection Conferences or core groups will attend Suffolk Safeguarding Children's Board multi agency training – *Working Together to Safeguard Children*. This training will be updated every three years. In addition to this the Designated Senior Lead will also attend *Safeguarding Children in Education*, every year.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. We will do this in a number of ways. The named Governor for Safeguarding may attend updated training with other named Governors in our area, we might also consider Safeguarding Training for our whole Governing Body and our named Governor will also be encouraged to attend the *Safeguarding Children in Education* training with our Designated Senior Lead.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. This can be accessed on [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk).

Staff can find the most up to date national safeguarding information on [www.teachernet.com](http://www.teachernet.com)

The Head teacher or the Alternate Designated Senior Lead should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Their details are also displayed prominently around the school (See Appendix 1 for poster).

## **Child Protection Conferences**

From time to time staff members may be asked to attend a Child Protection Conference on behalf of the school in respect of individual children. Usually the person attending from school will be the Head teacher or Alternate Designated Senior Lead. In any case, the person attending will need to have as much relevant up to date information about the child as possible. This is more likely to be available from a class teacher, form tutor or subject teacher.

A Child Protection Conference will be convened if a referral has been made and following an investigation the findings have considered the child to be at risk of harm, or if the child is already subject to a Child Protection Plan a review conference is held to monitor the safety of the child and the required reduction in risk.

Staff may be required to attend Child Protection Conferences or Core Group Meetings to represent the school. For the most up to date information regarding Child Protection Conferences staff will have access to *Working Together to Safeguard Children March 2015* and will have access to multi agency training to equip them to carry out this task.

All reports for Child Protection Conference will be prepared in advance using the Education Report to Child Protection Conference form. The information contained in the report will be shared with parents either at the conference or before and will include information relating to the child's physical, emotional and intellectual development. A risk assessment relating to the continuing risk of harm to the child will also be included.

Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **Safe Staff**

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children. We will always ensure that the Suffolk Safeguarding Children's Board procedure *Managing Allegations of Abuse by Adults Working in a Position of Trust* is adhered to. All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. We will seek appropriate advice from our local Area Education Office. Neither the Head teacher nor any other member of school staff will investigate these matters. We will seek and work with the advice that is provided. Should an allegation be made against the Head teacher, this will be reported to the Chair of our Governing Body who will liaise with the Local Authority Designated Officer (LADO).

All staff will have access to and be expected to know our school's policy for safe restraint. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of personnel able to practice *school safe* will be kept by the Head teacher.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

There are sensible steps that every adult should take in their daily professional conduct with children. This can be found in the Investigation, Referral and Support Co-ordinator guidance for *Safe Working Practice for the Protection of Children and Staff in Education Settings*. ([www.teachernet.com](http://www.teachernet.com))

The Single Central Record(SCR) records all staff and volunteers and should be checked against the visitors book. The Head Teacher checks and signs the SCR regularly.

**All** visitors to the school must sign in before entering the building and read the information on the pass provided. This pass must be worn at all times and returned to the office on departure. Staff must challenge those in the building without a pass.

## **Collection of Children from School**

Parents and Carers **must** inform the school of who is to collect your child if it is not them.

## **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.

All staff and regular visitors will, either through training or induction, know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

Clifford Road Primary School will endeavour to provide activities and opportunities in the PHSE curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

## **Records and Monitoring**

If we are concerned about the welfare or safety of any child all adults in school will record their concern on the agreed report form and give this to the Designated Senior Lead. Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the Designated Senior Lead and information will only be shared within school on a need to know basis for the protection of the child.

Any safeguarding information will be kept in the file and will be added to. Copies of referrals, invitations to Child Protection Conferences, core groups and reports will be stored here. All our safeguarding files will have a chronology and contents front cover.

Reports of a concern to the Designated Senior Lead must be made in writing and signed and dated by the person with the concern.

If a child leaves our school we will ensure that our Designated Senior Lead makes contact with the Designated Senior Lead at the following school and the file will be forwarded. We will use the Safeguarding Information Sheet to ensure the receiving school has the most relevant and up to date information about the child.

## **Roles and Responsibilities**

At Clifford Road Primary School the Head teacher is responsible for identifying a senior member of staff to be the Designated Senior Lead. This person is the Head Teacher Steve Wood and in his absence the Deputy Head Teacher Helen Wilson, the Assistant Head Teacher Jacqui Noon or the Family Liaison Officers Polly Currie-Cathey and Melanie Bush. Through appropriate training, knowledge and experience our Designated Senior Lead will liaise with Children's Services and other agencies where necessary, and make referrals to Children's Services.

Any concern for a child's safety or welfare will be recorded in writing and given to the Designated Senior Lead. The Designated Senior Lead at Clifford Road School will represent our school at Child Protection Conferences and Core Group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

The Designated Senior Lead will ensure that all staff, volunteers and regular visitors have received appropriate Child Protection information during induction and have access to single agency training. Where appropriate the Designated Senior Lead will also ensure level two joint agency training is applied for and attended by staff who are required to attend.

The Governing Body of Clifford Road will ensure that our Safeguarding Policy is in place and is reviewed annually. This policy will be referred to in our school prospectus. The content of our policy has been written following consultation with the Local Authority and the requirements of the Safeguarding Children's Board Policies and Procedures.

The Governing Body will receive a Safeguarding Report that will record training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify any individual pupil.

Should an allegation be made against the Head teacher of Clifford Road, the Chair of Governors will be responsible for liaising with the Local Authority.

At all times the Head teacher and Governing Body will ensure that safe recruitment practices are followed. We will ensure that our Head teacher and at least one Governor have completed appropriate safer recruitment training and are accredited by the National College of School Leadership. At Clifford Road Primary School we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake enhanced Disclosure and Barring Service (DBS) checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of *Keeping Children Safe in Education September 2016*.

Agreed by the Governing Body:      November 2016  
To Be Reviewed:                      November 2017



**A message to all who either visit or  
come to our school:**

**Clifford Road is a place for children to be safe.**



**If you are scared or worried for yourself or about  
another person in school you can contact either:**

<b>Designated Senior Lead:</b>	<b>Mr Stephen Wood</b>	<b>Head teacher</b>
<b>Alternate Designated Lead:</b>	<b>Mrs Melanie Bush</b>	<b>Family Liaison Officer (FLO)</b>
	<b>Mrs Polly Currie-Cathey</b>	<b>Family Liaison Officer (FLO)</b>
	<b>Mrs Jacqui Noon</b>	<b>Assistant Head teacher</b>
	<b>Mrs Helen Wilson</b>	<b>Deputy Head teacher</b>
<b>Our Governor who looks after Child Protection is:</b>	<b>Mrs Paula Williams</b>	<b><a href="mailto:safeguarding@cliffordroad.suffolk.sch.uk">safeguarding@cliffordroad.suffolk.sch.uk</a></b>
<b>Prevent Lead:</b>	<b>Mr Stephen Wood</b>	<b>Head teacher</b>

## **Procedures to help pupils who have emotional and behavioural problems to start the beginning of their school day well.**

### **Background:**

Approximately 5% of children dislike school and avoid it whenever possible. Many school days may be missed for seemingly vague reasons, and children may be regularly late.

Sometimes 'school refusing' begins suddenly (after a change – illness/change of class/ holidays/traumatic event) but generally develop slowly. Reluctance to attend gradually builds with visible signs of anxiety – paleness/sweating/stomach pains/nausea. These problems often cease abruptly if the child is allowed to stay at home.

Some children cite bullying, finding work difficult or relationships with teachers or peers as being the reason they do not want to go to school. Some children can give no explanation.

Children will deal with this anxiety in several ways. Some will go through the morning routine as normal and then being able to leave the house. Some may flatly refuse to get out of bed, lock themselves in somewhere or explode with temper. Many will gladly put up with punishment as the price of not going to school. The child may find it difficult to get to sleep on school nights – this will be less obvious during holidays or weekends.

School refusal is usually short term, especially if a parent is consistent in insisting on school attendance. If the 'symptoms' do not go away, professional support will be needed.

Most current treatments for school refusal are carried out by clinical psychologists who will help the child to deal with anxiety symptoms, whilst getting the child back to school as quickly as possible.

### **Actions and Procedures to consider at school:**

Children should be referred to their GP, Community Paediatrician, School Nurse or CAMHS (via any of these) to check the levels of anxiety in the child. The school and parents will then have information to act upon and use to devise a plan.

Give the parents information about school refusal and separation anxiety and discuss with them how they are dealing with the young person's reluctance to attend. Explain to parents that allowing the child to stay off school is likely to increase the child's reluctance to attend and will make the problem worse. Engage parents by establishing a good, trusting relationship with the child and family.

Draw up a planned response if the pupil should run.

Draw up a plan for the child's morning: from waking up to arriving at school and then entering the school premises and building. This could be in the form of a reward chart with each tiny step rewarded by a sticker. If all steps are achieved on one day, a small prize may be offered – extra playtime/an activity the child enjoys (reading to a "special person"). This would then extend to 2 days/3 days and so on until the child is coming into school happily.

Avoid sending the child home when they first complain of feeling ill. If they have non-anxiety symptoms, such as a raised temperature, then follow normal school procedures.

Enable the child to have a more 'gentle' introduction to the school day – breakfast club, go to the library for quiet time first, come into school 5 minutes earlier or later with no penalties so the environment is not so busy or overwhelming to the already anxious child.

Allow "time-out" for the child with a specified place to go to – library/FLO/quiet area of the classroom or to another classroom.

Establish a regular talk-time with the child and a trusted adult – FLO/Learning Mentor – to give the child the opportunity to clarify what is making them anxious, listen to their concerns and allow the child's voice to be heard.

Create a daily diary. For younger children it would be written by the parents, but older children could write it themselves. It should outline what happened before school (in terms of how settled/anxious the child was, what triggered any reactions, sleep patterns the night before etc) which could help establish a pattern that could identify potential 'crisis points'.

Parents must ensure that there is no reward for the child in staying at home: no television; music; videogames; playtime or trips out etc. Instead, the parent should set work for the child to do (the school could support this by providing some activity ideas for the parent to have on hand in case they are simply unable to get the child into school.

Support for the parent should be considered: regular meetings with FLO, for example, to keep up to date and see if plans/routines need any tweaks.

Staff training would be valuable on the subject of child anxiety in general – both its causes and strategies to support it. This would raise awareness and better enable staff to understand why the child is behaving in this way.

FLO could carry out a self-screen with the child: "Screen for Child Anxiety Related Disorders" (Scared). This is designed for primary age children and can be carried out by parents or school staff. The screen would identify if a potential anxiety disorder existed and would help identify the type of disorder (social/general/separation anxiety/significant school avoidance).