



Wimborne Junior School

Safeguarding Policy

Wimborne Junior School fully recognises its responsibilities for child protection and is committed to safeguarding and promoting the welfare of all its pupils.

The definition of the term 'Safeguarding' used in the **Children Act 2004** in summary is this:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

The purpose of this policy is –

- **To protect children at Wimborne Junior School**
- **To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection**

Wimborne Junior School believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

Safeguarding is everyone's responsibility. Our whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

Our policy applies to all staff, governors and volunteers working in or on behalf of the school. All pupils in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

We recognise that -

- **All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have a right to equal protection from all types of harm and abuse**

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- **Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues**
- **Working in partnership with children, their parents, carers and other agencies is essential in promoting children's welfare.**

The School's safeguarding arrangements cover all aspects of life at School, in particular addressing these issues:

- health and safety
- bullying
- other harassment and discrimination, including race, sexual orientation and disability
- physical intervention
- meeting the needs of pupils with medical conditions
- provision of medical first aid
- drug and substance abuse
- off-site visits
- internet and communications safety
- Female genital mutilation (FGM)
- the need to prevent children being drawn into terrorism
- physical security of the School site
- protection from maltreatment
- recruitment and vetting of staff and visitors to the site
- build pupil's resilience to radicalisation
- explore political and social issues critically
- manage debates about contentious issues and develop critical thinking skills
- resisting pressures, including knowing when, where and how to get help
- time to explore sensitive or controversial issues
- recognise and manage risk, make safer choices, and recognise when pressure from others threatens personal safety and wellbeing
- develop resilience, determination, self-esteem and confidence

This policy should be read in conjunction with our policies and proecdures on

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- **PSHE Guidelines**
- **Health & Safety Policy**
- **Anti-bullying Policy**
- **Inclusion Policy**
- **Supporting Pupils at School with Medical Conditions and First Aid Policy**
- **Off-site Activities and Educational Visits Policy**
- **Drugs Policy**
- **Internet Policy**
- **IT Acceptable Use Guidelines for staff**
- **DBS Policy**
- **Attendance Policy**

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- **Behaviour Policy**
- **Curriculum Policy**
- **Teaching and Learning Policy**
- **Induction Policy**
- **RE Guidelines**
- **SMSC and BV Guidelines**

There are three main elements to our Safeguarding Policy:

(a) Prevention

Caring relationships with children, parents, carers and families will begin to be built as soon as a child enters the school and are built on mutual trust and respect. Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital, and the school works closely with the Attendance Team and operates a first day contact system in the case of unexplained absence from school.

(b) Protection

We ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc. Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. All Teachers have access to copies of appropriate guidance material.

(c) Support

Children have the opportunity throughout the day to talk to adults in school – teachers, lunchtime supervisors, and classroom assistants. School Council Representatives regularly feedback the views of children in each year group to the Governing Body to ensure that children feel that they have a voice and are listened to. **At the heart of our curriculum are the fundamental British Values and Spiritual Moral Social and Cultural aspects of learning.** We **also** include opportunities in the physical, social and health education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life. The school will provide opportunities for pupils to develop their voice and to listen to their concerns. Informal support is offered to parents / carers through coffee mornings and information evenings. Children have accessed training in

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supporting their peers through such schemes as school sports co-ordinators and Wimborne Welfare Ambassadors.

Government Prevent Strategy

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 WRAP 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 British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the designated safeguarding lead to the MASH team where the concerns will be considered in the MASH process. 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.

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and take account of guidance issued by the Department to:

- have a designated senior person for safeguarding - At Wimborne Junior School this is the Headteacher who has received appropriate training and support for this role - In her absence responsibility falls to the Deputy Headteacher. **The Pastoral and Family Support Worker is also trained to the DS4 level.**
- we have **at least one** nominated governor responsible for safeguarding
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection in particular that it is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child is at risk of or is suffering significant harm but their concerns should be reported to the Designated Senior Person for safeguarding immediately
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school **handbook**
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child-protection register (CPR)

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- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child-protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed in line with Portsmouth City Council on Safer Recruitment **with appropriate staff training**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service
- ensuring that, where a pupil on the CPR leaves, their information is transferred to the new school immediately and that the child's social worker is informed

Governors will monitor the effectiveness of safeguarding by considering –

- the impact of safeguarding arrangements on outcomes for pupils
- how well the school protects pupils from bullying, racist abuse, harassment or discrimination, and promotes good behaviour
- the effectiveness of health and safety policies and procedures, including risk assessments
- the effectiveness of arrangements to provide a safe environment and secure school site
- how well the school meets the needs of pupils with medical conditions
- how appropriately child welfare and child protection concerns are identified and responded to by the school

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- how effectively the school works with key agencies to safeguard and promote the welfare of children
- the extent to which the school ensures that adults working with children are appropriately recruited and vetted (including Disclosure & Barring Service checks and Disqualification by Association checks) and receive appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils

Appendix

The roles and responsibilities of the Designated Safeguarding Lead (DSL) is

- to be fully conversant with the Local Authority and School Safeguarding Procedure
- to provide all staff with advice in regard to safeguarding
- to ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
- to maintain a record of pupils in school who are on the child protection plan and keep this updated as notification is received. To liaise with the Attendance Team and other professionals as appropriate to ensure that these children are monitored
- to maintain records within the school about those children whose safety and welfare are causing concern
- to attend / participate in child protection conferences, core group meetings, child in need meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends and monitor that the agreed actions have taken place
- in the rare occasion of no such person being able to attend, then to provide a report to conference from school
- ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored
- To inform the appropriate authority when a child on the CPR leaves the school and to inform the new school of the child's status on the register, transferring files wherever possible.
- To organise and monitor training / information as appropriate for all staff. To be trained personally at a single and multi agency level and to undertake refresher training as necessary. To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises.
- To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
- To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.

The Role of the Senior Leadership Team

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It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSL will share decisions with the Deputy Headteacher and the Senior Leadership Team. If the DSL is not available then the Deputy Headteacher should be consulted about any concern. If the Deputy Headteacher is not available then another member of the Senior Leadership Team should be consulted.

The Role of the Governing **Board**

The Governing **Board** are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually. Governors will have regard to safeguarding when considering any aspect of school life including curriculum and learning matters, visits to school, and subject reports from subject leaders to show that safeguarding is seen as part of wider teaching and learning.

The Role of the named Governor

The named Governor will:

- Support the school in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the Governing **Board** and the school
- Support the Governing **Board** in carrying out its statutory duties

The above will be met through:

- Attending safeguarding training led by the school and external agencies (training in safeguarding is held each year by the school)
- Liaising with the named member of staff in school on a regular basis and providing feedback from such meetings for all Governors
- Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Lead, detailing the number and type of incidents recorded in school
- Ensuring the Safeguarding Policy is reviewed and monitored annually
- Ensuring that staff and Governors receive relevant training
- Ensuring sufficient time and resources are allocated to allow the DSL to fulfil their responsibilities
- Reporting back to the Governing **Board** as and when appropriate
- Awareness of the importance of confidentiality

Governors will not investigate concerns and allegations **independently**, ask for information about individual children or cases, or create unnecessary work for staff.

Approved – Spring 2018

Review - Annual

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