

The Good Shepherd Multi Academy Trust
Overarching Safeguarding Policy

September 2016



**The Good Shepherd
Multi Academy Trust**

Review As required but by September 2017

Values

Every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

Location of safeguarding and child protection policies:

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1. 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 DfE statutory guidance 'Keeping Children Safe in Education', September 2016, the DfE revised Statutory Framework for Early Years Foundation Stage (2014), Working Together to Safeguard Children (2015). The school will also refer to, and follow, the guidance and procedures developed by the Cumbria Safeguarding Children's Board (SCB).

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 Good Shepherd Multi Academy Trust and its academies take seriously their responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our schools to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Our statement and supporting Policies and Procedures relate to all members of the Trust community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the schools. 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.

2. Definition of Safeguarding

'Working together to Safeguard Children' defines the term Safeguarding as "protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes".

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; and appropriate arrangements to ensure school security, taking into account the local context.

It includes issues for schools such as bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying; racist, disability, and homophobic or transphobic abuse; radicalisation and/or extremist behaviour; child sexual exploitation; sexting; teenage relationship abuse; substance misuse; issues that may be specific to a local area or population, for example gang activity and youth violence; and particular issues affecting children including domestic violence, female genital mutilation, forced marriage, fabricated or induced illness and poor parenting, particularly in relation to young children. (*Inspecting Safeguarding in Early Years, Education and Skills – August 2015*).

This Safeguarding Statement should therefore be understood alongside other Trust and school Policies which come under the safeguarding 'umbrella' as listed on Page 6 of this document. See above for location of the policies folder. Many are also available to access via the school and Trust websites or on request.

All relevant Policies will be reviewed in accordance with the latest DfE Guidance (Sept 2014) and agreed schemes of delegation by the Trust or the Local Governing Body (or the persons nominated by them to approve such documents) which has delegated responsibility for oversight of school safeguarding and child protection systems. The

Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Local 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 nominated member of the Local Governing Body who will liaise with the Designated Officer(s) from the Local Authority, the Designated Safeguarding Director for the Trust and partner agencies in the event of allegations of abuse made against the Headteacher. In the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the designated officer(s).

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

3. Ethos

The Trust recognises the importance of providing an ethos and environment within its schools 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.

Our Schools 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 all aspects of child protection are 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 pupils 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 and where opposing issues and ideologies can be discussed in a controlled manner;
- working with parents to build an understanding of each 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;
- promoting their spiritual, moral, social and cultural development and, within this, fundamental British values;
- ensuring that staff are aware of the role of the Designated Safeguarding Lead;
- provision of further training for staff/Local Governing Body members which will be updated regularly and inclusion of child protection issues in the induction of new staff/Local Governing Body members;
- ensuring we practise safe recruitment in checking the suitability of staff, Local Governing Body members and volunteers to work with children;

- monitoring children and young people who have been identified as having welfare or protection concerns, particularly those who are identified as 'carers' and those looked after by the Local Authority; keeping confidential records which are stored securely and shared appropriately with other professionals;
- having arrangements in place to support children with special educational needs or disabilities (SEND) having regard to the Special Educational Needs and Disabilities (SEND) Code of Practice and have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO);
- 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 each 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 and educational visits;
 - **EYFS ONLY** - ensuring there is at least one person who has a paediatric first aid certificate on the premises and available when children are present and must accompany children on outings (*we will choose training providers with a nationally approved and accredited first aid qualification or one that is a member of a trade body with an approval and monitoring scheme and training will cover the course content as for St John Ambulance or Red Cross paediatric first aid training and be renewed every three years*);
 - 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 the policy on supporting pupils with medical conditions is implemented to meet the needs of pupils with short or long-term medical needs and medicine is only administered in accordance with the policy and the DfE Supporting Pupils with Medical Conditions Statutory Guidance (2014);
 - ensuring staff are familiar with the protocols for intimate care and maintaining dignity in line with the 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 focuses on preventing and reacting to cases of bullying and cyberbullying;
 - 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 techniques;
 - ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;
 - **EYFS ONLY** - keeping a written record of accidents or injuries and first aid treatment and informing parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given;
 - **EYFS - ONLY IF EARLY YEARS PROVISION IS REGISTERED INDEPENDENTLY OF THE SCHOOL** - ensuring Ofsted are informed within 14 days of any serious accident, illness or injury to, or death of, any child while in our care, and of the action taken. Notifying local child protection agencies of any serious accident or injury to, or the death of, any child while in our care, and must act on any advice from those agencies;

- **EYFS - ONLY IF EARLY YEARS PROVISION IS REGISTERED INDEPENDENTLY OF THE SCHOOL** - ensuring Ofsted are informed of any allegations of serious harm or abuse by any person working with the child (whether the allegations relate to harm or abuse committed on the premises or elsewhere);
- 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, radon, legionella risks 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;
- **EYFS - ONLY IF EARLY YEARS PROVISION IS REGISTERED INDEPENDENTLY OF THE SCHOOL** - 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;
- ensuring appropriate e-safety protocols are in place including Acceptable Use Agreements for pupils, staff and Governors;
- 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 and procedures are in place to prevent and manage instances of cyberbullying;
- 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 is 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 vehicles in which children are being transported, and the driver of those vehicles, are adequately insured;
- ensuring we only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised.

- ensuring we take all reasonable steps to prevent unauthorised persons entering the premises;
- 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.***

4. Partnerships with others

Our 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 Trust 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. Our schools follow LA inter-agency safeguarding procedures (as endorsed by the Cumbria Safeguarding Children Board) and has links with the Local Authority, The Trust, the School Health Service, the local police, Children's Centres, the Extended Schools Service and the Education Social Care Service.

The Trust recognises the importance of information sharing between professionals and local agencies and take account of guidance issued in 'Working together to safeguard children' and 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'.

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 Local Safeguarding Children Board website and within the Trust Child Protection Policy.

5. Training and Support

Our schools will ensure that the Designated Safeguarding Lead (and deputy DSL) undergoes suitable child protection training which is updated every 2 years; all staff including the Headteacher, the designated teacher (children looked after), the designated local governing body member and the Local Governing Body undergo safeguarding and child protection training at induction relevant to their roles which is updated regularly. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.. All other staff who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively.

The Designated Safeguarding Lead will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Other staff to receive this training will be determined through risk assessment.

There is a designated Health and Safety Coordinator in each school who has received appropriate training in relation to their role e.g. 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, supporting pupils with medical needs including general awareness training, training in the administration of medication and any training regarding complex medical needs of children (from a medical professional as necessary); 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 staff.

6. Professional Confidentiality

Our schools have a clear confidentiality policy which forms part of the School Child Protection Policy which is reviewed annually by the Trust and will be presented to all working adults within the school. This is in line with the DfE 'Information Sharing – Guidance for Safeguarding Practitioners' March 2015.

7. Safe Recruitment and Selection

The Trust pays full regard to the DfE statutory guidance 'Keeping Children Safe in Education' (September 2016). The Local Governing Body will deter and prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to carry out appropriate checks on staff or others who work (paid or unpaid) unsupervised with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring those without full checks are appropriately supervised. In line with the School Staffing (England) Regulations 2009 the Local Governing Body must ensure that at least one person on any appointment panel has attended safer recruitment training.

Further details can be found in the ***Trust Child Protection Policy and the Recruitment, Selection and Pre-Employment Vetting Policy and procedures.***

8. Related Policies

(to be read and followed alongside this document)

- Child Protection Policy
- Health and Safety Policy
- E-Safety Policy
- Acceptable Use 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
- Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record
- Staff Code of Conduct -
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Single Equality Scheme/Equality Objectives
- Guidance on the Use of Photographic Images School
- School Drug Policy
- Supporting Pupils with Medical Conditions Policy and procedures school
- Missing Child Procedures
- Intimate Care Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- First Aid and Accident Procedures

- Data Protection Policy
- SEND Information report
- Risk Assessments (incl. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register/Maintenance records)
- Accessibility Plan
- Lettings Arrangements