

GORTON MOUNT PRIMARY ACADEMY

SAFEGUARDING POLICY FOR SCHOOLS & SETTINGS

1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in Gorton Mount Primary School are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 The head teacher/Manager or, in their absence, the authorised members of staff, Mrs H T Yuen, Vice Principal and Sharon Egan, Lead Designated Person, have the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Gorton Mount Primary School. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children', Gorton Mount Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 Gorton Mount Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to 'Every Child Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff (Appendix C).
- 2.2 The continuum of Needs and Response and the Common Assessment Framework is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self – esteem and self – motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well being and physical and mental health.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 In accordance with Gorton Mount Primary School's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a Common Assessment Framework (CAF) or a Parenting Contract.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The school will only place young people in alternative educational provision which has been quality assured by the local authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Gorton Mount Primary School in accordance with the School Register Regulations (secondary schools only).
- 4.5 The designated person will be informed when a fixed term or a permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. KEEPING RECORDS

- 5.1 Gorton Mount Primary School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

ROLES AND RESPONSIBILITIES

The Head teacher/Manager of Gorton Mount Primary School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Member of staff discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every three years.
- All temporary staff and volunteers are made aware of school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.

5.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and received appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Member of staff.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against member of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people received appropriate training which is updated by refresher training every 3 years.

5.3 The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years
- Provide relevant information to the LA on how the school carries out its safeguarding duties
- Provide support and training for staff and volunteers and make sure that the Designated Person receives MCSB approved refresher training every three years.
- Ensure that the schools actions in line with the MCSB Safeguarding Inter-Agency procedures. (Guidance on these procedures may be found on MSCB website at mscb.org.uk)

- Support staff make effective referrals to the children and families service and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the head teacher about any safeguarding issues.
- Ensure that the safeguarding policy is regularly reviewed and up dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DCSF concerning safeguarding.
- Send a pupils child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of this file.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

7.1 The school's recruitment and selection policies and processes adhere to the dcsf guidance set out in "Safeguarding Children and Safer Recruitment in Education Settings" (January 2007)

7.2 The head teacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have updated DBS checks (will not apply for all schools and settings).

8. WORKING WITH OTHER AGENCIES

8.1 Gorton Mount Primary School has developed effective links with other relevant agencies and co-operates as required with any enquires regarding child protection issues. The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensures that confidentiality protocols are followed and information is shared appropriately. The Head Teacher or Designated Member of staff discloses any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. TRAINING FOR STAFF AND VOLUNTERS

- 10.1 Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- 10.2 All staff and volunteers who are in regular contact with children will receive basic Level 1 training which is updated by refresher training every 3 years. The Designated Person for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above.
- 10.3 All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Domestic Abuse and Child Sexual Exploitation (not all examples will be relevant to all schools or settings).

11. RECORDING AND REPORTING CONCERNS

- 11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence
 - Agree with this person what action should be taken, by whom and when it will be reviewed
 - Record the concern using the school's safeguarding recording system

12. INFORMING PARENTS/CARERS

- 12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- 12.2 Parent/carers will not be informed if a referral is to be made to the Children and Families Service or any other agency.
- 12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Head teacher will seek advice from the Children and Families Service's Initial Assessment Team.

13. DOMESTIC ABUSE

- 13.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

- 13.2 Children and young people's react to domestic abuse in similar ways to other types of abuse and trauma.
- 13.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and Manchester Children's Service contact Centre will be contacted as soon as possible.

14. FORCED MARRIAGE

- 14.1 The school is sensitive to differing family patterns and lifestyles and child- rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.
- 14.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child protection Policies will be used to protect a victim or potential victim of forced marriage.
- 14.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

15. CHILD PROTECTION CONFRENCES AND CORE CROUP MEETINGS

- 15.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.
- 15.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

16 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 16.1 The school follows the procedures recommended by the MSCB when dealing with allegations made against staff and volunteers.
- 16.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

17. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- 17.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon quickly as possible to safeguard his or her welfare.
- 17.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

18. SERIOUS CASE REVIEWS

- 18.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:
 - 18.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
 - 18.3 Identify what those lessons are. How they will be acted on and what is expected to change as a result of the serious case review.
 - 18.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.
 - 18.5 If required, Gorton Mount Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

**Further information on Safeguarding and Safeguarding Policies can be found on the
MSCB Website www.manchesterscb.org.uk**

School Policies:

- Health and Safety
- Physical interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- ICT and Access to the Internet
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visits
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-Bullying

MSCB Policies (on MSCB website @ www.msrb.org.uk)

- Managing Allegations and Concerns Against Staff and Volunteers,
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy

The following definitions are from *Working Together to Safeguard Children (2006)*

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result in the serious impairment of the child's health or development.

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices.

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The CAF and the Continuum of Need and Responses are embedded into the school's practices and procedures and multi-agency information is accurate and up-to date.
- CAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for the staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- CRB checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and received regular training and has access to appropriate supervision.
- Staffs receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The SEAL programme is effectively implemented by all staff and pupils.
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupils behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent- non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.