

Lydgate Junior School

SAFEGUARDING CHILDREN POLICY 2019



The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

Lydgate Junior School fully recognises the contribution it must make to protect children and support pupils in school. The school follows all the procedures and policies detailed on the Sheffield Safeguarding Children Board website. A hard copy of all these is available from the school office.

There are three main elements to our Safeguarding Policy:

- a) Prevention:
(e.g., positive school atmosphere, teaching and pastoral, support to pupils)
- b) Protection:
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns)
- c) Support:
(To pupils and school staff and to children who may have been abused).

This policy applies to all staff, whether teaching or non-teaching, full or part time, volunteer helpers and students on placement.

SCHOOL COMMITMENT

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

School fully applies the requirements of 'Keeping Children Safe in Education'. All staff are issued with this document, and required to read it fully.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Through our Rights Respecting School work, ensure children understand their rights to safety, to freedom from abuse, to be heard, and to have adults safeguard them.
- c) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- d) Include in the curriculum, activities and opportunities for Personal, Social, Health Education and Citizenship, which help equip children with the skills they need to stay safe from abuse.
- e) Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- f) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

FRAMEWORK

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sheffield Safeguarding Children Board (SSCB). The recommended practice will be followed in all cases.

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the CYPD who have specific responsibilities under Safeguarding procedures. The names of those carrying these responsibilities for the current year are:

Designated Safeguarding Lead Teacher (DSL): Headteacher, Mr Stuart Jones
Deputy DSLT: Deputy Headteacher, Mrs Julie Farrell, and SENCO, Mrs Bethany Noble
Their responsibilities include:

- Responding to concerns
- Dealing with referrals
- Attending Child Protection conferences
- Liaising with other institutions
- Giving advice to colleagues
- Organising/conducting In service training

There is a nominated governor who monitors and oversees this area of school life. Confidentiality is always maintained.

Nominated Safeguarding Governor: Mrs Maureen Neill, Chair of Governors

The LA Child Protection Co-ordinator is available to give advice and run INSET for staff or individuals and advice can always be sought from the LA Safeguarding team on 0114 2734530

PROCEDURES

- We will follow the procedure set out in the procedure manual produced by Sheffield Safeguarding Children Board.
- At the start of each new academic year, as part of the first Curriculum Day, staff will be reminded of the school's Safeguarding procedures. MDSAs will receive this at their first training session and Office & Cleaning staff at their first meeting with the Headteacher.
- Staff training on issues around safeguarding and the appropriate procedures to follow, will be given, as a minimum, every three years.
- The school's prospectus will inform parent/carers of school's duties and responsibilities in this area.
- Governors will be kept informed of safeguarding matters through an anonymous report presented annually by the DSLT.
- During the summer term the school will prepare a Safeguarding report for the LA.

HOW TO REPORT A SAFEGUARDING CONCERN

- Contact the DSLT as soon as possible. A delay can significantly hinder the response of other agencies. If the DSLT is not available, contact either of the Deputy DSLTs who will then follow procedures.
- Do not interrogate or ask the child leading questions but do make simple inquiries and record in detail. Include the circumstances, date and time when the information was received.
- Do not contact the parent/carers.

- Report all allegations no matter how insignificant they may appear. The DSLT will add the documented information to any previous records. The child involved may have a Key Worker who will be contacted.
- If a pupil demonstrates that they will only confide in their class teacher then immediate help should be sought in order to supervise their class.
- If an allegation is made about the Headteacher, the matter should be reported to the Deputy DSLT who will inform the Chair of Governors, Maureen Neill, who is the Safeguarding Governor. She will then liaise with the LA.

TRAINING AND SUPPORT

Our school will ensure that the Headteacher (DSLIT) / Deputy DSLITs and the nominated governor for Child Protection attend training relevant to their role. Staff will be trained, and any issues which arise will be prioritised.

PROFESSIONAL CONFIDENTIALITY

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.
- Staff will be aware that they can never guarantee confidentiality to a child and that the member of staff must convey to the child that they have to inform the DSLIT who may then need to contact other people about the issue.
- The class teacher will be informed that there are concerns about a child in their class but confidentiality will be maintained.

RECORDS AND MONITORING

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Factual observations only will be recorded without embellishment.
- When an issue is raised, the person raising the concern will be expected to make a written record of the concern. The DSLIT will record follow-up details and will keep the information in an appropriate file in a locked cabinet in the Headteacher's office.
- Children who have been identified as 'At Risk' will be monitored in terms of their progress and clear records will be maintained.
- These records will be passed to the LA child protection co-ordinator if requested or Social Services if a referral is made.

ATTENDANCE AT CHILD PROTECTION CONFERENCES

Where necessary, the DSLIT or Deputy DSLIT will attend a Child Protection Conference. When whole staff training takes place, staff will be briefed as to the purpose and procedure of these conferences. They will also receive advice on how to produce relevant, concise and professional reports. If school has made a referral, the DSLIT will support staff to maintain a working relationship with parent/carers throughout the process.

SUPPORTING PUPILS AT RISK

Lydgate Junior School is part of a national initiative, [Operation Encompass](#). School is informed by the Sheffield Safeguarding Hub (SSH) when the police have attended an incident of domestic abuse in the home of a pupil the previous school day. The DSLIT will be informed simply that there was an incident and the name of the child and share the information on a need to know basis e.g. the Class Teacher. By knowing that the child has had this experience the school is in a better position to be supportive and understanding of the child's needs and possible behaviours.

Lydgate Junior School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be

the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider fixed or permanent exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. This school will endeavour to support pupils through:

- a) The curriculum, to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of our school behaviour policy.
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school, which are

- Positive Relationships
- Sex & Relationships Education
- Special Educational Needs
- Health and Safety

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

SAFE SCHOOL, SAFE STAFF

- Members of staff are advised to never put themselves in a vulnerable position where an allegation can be made against them. If necessary, the DSLT will accompany the member of staff when talking to a child.
- Criminal Disclosure checks are standard practice in helping to ensure that 'safe' staff are recruited into school, including re-checks and self-disclosures, as appropriate.
- All staff appointments are made following policy and procedures laid down by SSCB & HR advice.
- All extended service providers will be required to provide details of their Child Protection and Safeguarding procedures in line with Local Authority requirements.

This policy will be reviewed annually. Next review date: March 2020.

Date reviewed: 14th March 2019 (FGB meeting).