

Golden Flatts Primary School  
Safeguarding Policy

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## **1. Introduction**

Safeguarding and promoting the welfare of children and young people is a statutory responsibility for all staff and therefore is everyone's business. However, safeguarding is much broader than child protection and encompasses all elements of the protection and welfare of children and young people in every circumstance during the school day and beyond.

This policy demonstrates that safeguarding is made up of five main components known as the bubbles of safeguarding (PG:Safeguarding First Ltd) and each area is explored in depth including direction to the rest of the suite of policies that make up the safeguarding requirements. It is essential that both parents and staff are aware of the policies that underpin all aspects of safeguarding inclusive of the Child Protection Policy.

Governors have a responsibility to ensure that the arrangements for safeguarding across the five bubbles of safeguarding are secure and robust and that any shortfall is rectified. They need to have awareness and understanding of all of the policies that underpin safeguarding.

## **2. Component 1 - Our responsibilities to Safeguarding in school**

At the centre of the five bubbles, is the overarching responsibilities to safeguarding that are clearly set out in legislation. Irrespective of the type of education provision, the Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non Maintained Special Schools (England) Regulation 2015 and the Education and Training (Welfare of Children) Act 2021 set out the standards for safeguarding for all settings which schools have a statutory duty to ensure that they meet.

Further information which directs all staff in schools, Governors and Designated Safeguarding Leads (DSL's) around their roles and responsibilities in safeguarding in schools is stated within Keeping Children Safe in Education 2021. This is inclusive of the statutory duties regarding the PREVENT strategy (1<sup>st</sup> July 2015) to have due regard to prevent young people from being drawn into terrorism and the statutory duty to report all cases of Female Genital Mutilation (31<sup>st</sup> October 2015).

Local safeguarding expectations are set out from the Local Safeguarding Children Partnership through self-completion of the Section 11 tool on an annual basis. The Section 11 tool sets out all of the standards of safeguarding expected from all partner agencies in co-operation with the Local Safeguarding Children Partnership. Many schools and settings will have individual processes of self-assessment for safeguarding including through Safeguarding First (self-assessment tool and/or termly action plan).

The Governing Body is responsible for ensuring that this legislation and government guidance is adhered to by the Executive Headteacher and senior leaders and that all of the necessary safeguarding policies are in place within the school and are ratified in accordance with the school policy schedule. Governors have responsibility for ensuring that senior leaders are held to account for all aspects of safeguarding and

most importantly that all legislation, guidance and policies work effectively in practice by the whole workforce.

For further reference please see:

- Children Act, 1989
- Education Act 2002 (section 175 (maintained schools))
- Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools)
- Education Non-Maintained Special Schools (England) Regulation 2015
- Education and Training (Welfare of Children) Act 2021
- Keeping Children Safe in Education 2021
- Safeguarding Partners Section 11 Tool
- OFSTED School Inspection Handbook, 2021
- Safeguarding First Self- Assessment Tool
- Safeguarding First Action Plan
- Working Together to Safeguard Children 2018
- Data Protection Act 2018 & GDPR 2018

### **3. Component 2 - Safeguarding Children and Vulnerable Adults**

At the core of safeguarding is the role and responsibility staff have in the protection of all children and young people in relation to any level of vulnerability. Any young person or family may be experiencing vulnerability and it is essential that all staff are fully aware of the need to recognise vulnerability as early as possible in order to gain the appropriate level of intervention necessary to support the situation.

In particular initial signs of concern may be in relation to changes in behaviour, or attendance or around a young person's special educational need or medical need. Many young people may be vulnerable due to changes in family circumstances, separation, divorce or death. For some young people they may be experiencing bullying inclusive of cyber bullying, prejudiced-based and discriminatory bullying and therefore rigorous policy and practice is expected in this area in particular regarding concerns about supervision online, grooming, sexual exploitation and radicalisation.

There will be times when early intervention is not an appropriate option, in particular when there is clear evidence that a young person is at risk of or likely to suffer significant harm. Under these circumstances immediate support and intervention is required which is clearly directed under Golden Flatts Primary School's Child Protection Policy. The Child Protection Policy covers all aspects of child abuse and neglect inclusive of issues regarding harassment, bullying, victimisation, sexual violence and sexual harassment, upskirting criminal and sexual exploitation including county lines and serious violent crime, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, female genital mutilation and forced marriage. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The expectation of all staff is that any concerns relating to significant harm are reported immediately to the Designated

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Safeguarding Lead and only in the event the DSL or deputies cannot be contacted, or the member of staff remains concerned about the decision made, should they directly contact the appropriate services, e.g. Children's Social Care or the police. The Child Protection Policy clearly directs staff that safeguarding is everyone's responsibility.

Governors have a responsibility to ensure that the Executive Headteacher and Senior Leaders have the appropriate policy and practices in place and should do so through appropriate challenge and rigour. In particular, focussing on the improved outcomes for children and young people who are vulnerable to ensure that policy and practice works effectively in the protection of children and young people and that the mental health and well-being of all pupils is a priority.

Under this component of safeguarding the following suite of policies are in place to demonstrate statutory responsibilities:

- Child Protection Policy
- Attendance Policy
- LAC Policy
- SEND Policy
- Mental Health and Behaviour Policy - Use of Reasonable Force
- Administration of Medication Policy
- Digital Imagery Policy
- Unaccompanied Travel by Children
- Arrivals and Departures Policy
- EVC Policy
- Missing from Education Policy

#### **4. Component 3 - Safe People**

All staff have a responsibility to ensure that both their own conduct and that of others is safe. Although all staff may not have particular responsibilities around recruitment, they do have a responsibility to ensure that the conduct of themselves and others does not put young people at risk and if it does this needs to be reported immediately to the Executive Headteacher (or Chair of Governors if it is regarding the Executive Headteacher) through the Whistleblowing Policy.

Each school in our federation has a clear Staff Code of Conduct and a Reporting Low Level Concerns Policy which sets out the expectations of all staff irrespective of their position e.g. staff, student, volunteer or contractor. Staff are expected to operate within this staff Code of Conduct and adhere to the Reporting Low Level Concerns Policy both during and outside of school inclusive of the use of social media. In the event that the reputation of an individual or that of the school is brought into disrepute because of an individual's conduct this would be a disciplinary matter managed through the Allegation Management Policy, Whistleblowing Policy and Staff Code of Conduct and the Reporting Low Level Concerns Policy.

The expectations of all staff on site will be shared both during the recruitment and selection process and through a thorough induction which should occur prior to commencing the job role and also for those members of staff who have been on long

term absence on their return to work. The recruitment details of all staff working on site are held securely via the Single Central Record.

Governors have a responsibility to ensure that all staff members are recruited appropriately with necessary pre-employment checks undertaken. They also hold responsibility for ensuring that all staff adhere to the Code of Conduct, the Reporting Low Level Concerns Policy and Whistleblowing Procedures and that the Executive Headteacher takes appropriate action when dealing with allegations.

Under this component of safeguarding the following suite of policies and documents are required to demonstrate statutory responsibilities:

- Safer Recruitment and Selection Policy
- Single Central Record
- Induction Policy
- Staff Code of Conduct
- Reporting Low Level Concerns Policy
- Whistle Blowing Policy/Confidential Reporting Policy
- Allegation Management Policy
- Information Sharing Policy

#### **5. Component 4 - Safe Premises and places**

Under the Safe Premises and Places component the responsibilities in safeguarding are about the sites that young people are educated on. This includes both the school/setting but also any places where young people are taken to be educated off-site or for residential trips or visits. All staff are accountable for ensuring that wherever young people are, they are safe. This means that they are responsible for not only ensuring that classroom and working areas are safe but also that shared areas e.g. hall, outdoor area, reception area are safe also and responsibly report any issues or concerns.

Any trips and visits must be appropriately risk assessed but staff must be aware to adapt and change plans in the event that risks occur that have not been planned for e.g. bus breaks down, venue is inappropriate.

All staff must operate within the health and safety regulations of the school or setting including fire regulations, building regulations and procedures for legionella/asbestos. The Executive Headteacher and the Key Holders for the site are responsible for the letting or transfer of control to other agencies for use of the premises.

Governors are responsible for ensuring that all of the appropriate and necessary health and safety checks are in place to ensure both staff and young people are safe and secure both on and off site. They may also be part of the quality assurance audits in many of these areas.

Governors are responsible to ensure that where school premises are rented or hired to organisations or individuals that appropriate arrangements are in place to keep children safe.

Under this component of safeguarding the following suite of policies are required to demonstrate statutory responsibilities:

- Health and Safety Policy
- Asbestos Procedures
- Legionella Procedures
- Fire safety Procedures
- PEEPs
- Key Holding Policy
- Work Experience/Additional Learning Environment Policy
- Transfers of Control Agreements/Lettings Policies

#### **6. Component 5 - Safe Children**

Safe children responsibilities in safeguarding relates to the current curriculum provided by the school and encompasses all aspects of the safety and well-being of young people. It is important that through a wide ranging curriculum including PHSE and SMSC (Spiritual, Moral, Social and Cultural), Relationship and Health Education that young people are given the opportunity to learn about diversity including, faith, democracy, the law and values.

Through such a curriculum they are given opportunities to explore their understanding of life and their own experiences for example around issues such as healthy/positive relationships, family life or making safe decisions. It is sometimes not until these discussions where young people will be given an opportunity to consider the world around them where they may disclose they are at risk of harm. The curriculum is there to support young people in having these healthy discussions in order to help them to manage current and future risks e.g. attending parties or engaging in online behaviours and develop resilience and an ability to manage difficult situations. The curriculum should cover all aspects of the safety and well-being of young people and in particular focus on giving them a 'voice'.

All staff are responsible for ensuring the safety and well-being of all young people and in particular to give young people opportunities to have their voice heard and feel safe.

Governors are responsible to quality assure the content of the PSHE, SMSC, Relationship and Health Education curriculum to ensure that it meets the needs of all young people. Governors need to champion the voice of the child by ensuring Headteachers and Senior Leaders are held to account for improving outcomes for young people through a diverse curriculum.

Under this component of safeguarding the following suite of policies and documents are required to demonstrate statutory responsibilities:

- Home School Agreement
- Acceptable Use Policy
- Online Safety Policy
- Remote Learning Policy

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- Individual Risk Assessments
- Intimate Care Policy
- Relationship/Relationship and Sex Education Policy
- SMSC Policy
- Curriculum Policies
- Promoting British Values Policy
- Procedures in place that offer opportunity to hear the voice of the child

This Safeguarding Policy must be read in conjunction with the following documents:

- Keeping Children Safe in Education 2021
- Children Act 1989/2004
- Working Together to Safeguard Children DOH 2018
- What to do if you are worried a child is being abused 2015
- Education Act 2002 (section 175 (maintained schools))
- Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools)
- Education Non Maintained Special schools (England) Regulation 2015
- Education and Training (Welfare of Children) Act 2021
- OFSTED School Inspection Handbook, Updated 2021
- Safeguarding Partners Section 11 Tool

#### **7. Monitoring and review**

The DLS and Executive Headteacher will review this policy on an annual basis and make any changes necessary.

**Review Date: September 2021**

**Reviewed by: C. Lakin**

**Approved by Governors:**

**Next Review Date: September 2022**