

# FLITWICK LOWER SCHOOL

## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



#### Purpose

At Flitwick Lower School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children and Young Persons Act 2008 and Children Act 2004, to work together with other organisations and partners in order to achieve this, and
- Our Common Law duty to protect and keep children safe whilst in our care.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm which might arise outside of time spent in school.

We recognise that for children: high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

#### Aim

We aim to provide a safe, secure and consistent environment for all our pupils regardless of age, gender, ethnicity/religion, disability; one in which they feel supported, valued, respected and listened to. We will do this by:

1. Establishing a safe environment in which children can learn, develop and have a voice.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan.
6. Having measures in place to identify and support pupils who are at risk of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) Slavery and Trafficking.
7. Having measures in place to identify and support pupils who are at risk of radicalisation.
8. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009)).
9. Monitoring and evaluating our safeguarding practices and procedures.
10. Have a link with Relay- Bedfordshire Police & Central Bedfordshire Council which provide schools with information on domestic abuse.

#### Roles and Responsibilities

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, pupils and volunteers and visitors working in the school.

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### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



#### We will:

1. **Establish a safe environment in which children can learn, develop and have a voice by:**
  - 1.1. Ensuring that our buildings and site are secure and that, visitors to the school are properly checked and supervised.
  - 1.2. Having Health & Safety Policies and procedures and ensuring that these are understood by all staff including Fire and Emergency procedures, First Aid, Administering Medication, and Continence and Personal Care protocols.
  - 1.3. Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities.
  - 1.4. Having separate policies for Behaviour, Physical Intervention, Anti-Bullying and Racial Incidents and ensuring that staff adhere to these policies and promote their principles of value, respect and acceptable behaviour amongst our pupils.
  - 1.5. Ensuring that all staff (employed directly or indirectly via another organisation; permanent and temporary), Governors and Student Teachers have read the DCSF Guidance for Keeping Children Safe in Education (*September 2016*), Working Together to Safeguard Children (*March 2015*), The Prevent Duty (*June 2015*) and Flitwick Lower School's policy on Physical Intervention. Hard copies can be found in the 'The Protection and Safeguarding of Children Policies and Procedures' folder located in the staffroom or alternatively can be viewed on the School's website or Learning Platform. All Staff and Governors are expected to have signed the school's register located in the Office to say they have read the aforementioned guidance. Student Teachers are expected to sign a separate register located at the front of 'The Protection and Safeguarding of Children Policies and Procedures' folder and this is checked by the Designated Lead when student teachers start.
  - 1.6. Following Bedfordshire's LSCB procedures where an allegation is made against a member of staff or volunteer. Where such an allegation is made, the Head Teacher should be notified. She will notify the authority's Allegations Manager. Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors who will likewise notify the authority's Allegations Manager.
  - 1.7. Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and that whistle-blowing and complaints procedures are in place and are understood by pupils, parents and staff (Appendix 1). The Head Teacher will have responsibility for this.
  - 1.8. Ensuring that pupils are released to known adults at the end of the day, in a safe and secure environment, by referring to the designated Home/School Communication Board in each class.
  - 1.9. Establishing and maintaining an environment where children feel safe, valued, are encouraged to talk and are listened to:
    - Children are given a voice through their class representatives at School Ambassador Meetings and staff make use of regular circle times and Philosophy 4 Children (P4C) sessions, allowing pupils to share their thoughts and experiences as part of the PSHE curriculum.
    - Childline and NSPCC posters are displayed in school and give contact details.
    - At playtimes there are play buddies to encourage children to play purposefully.
    - The school runs a weekly Lunchtime Angels Club.
    - There is a CHUMS trained member of staff available to counsel pupils who have experienced bereavement.



2. **Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:**

- 2.1. Following Department for Children, Schools and Families (DCSF) guidance as set out in *Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, (September 2016)*, to ensure that safe recruitment and selection practices are carried out. References and identity will be verified and all documentation kept in a single central record. All staff and regular volunteers and visitors will be vetted in accordance with these guidelines.
- 2.2. Ensuring that at least one member of the Board of Governors and the Head Teacher/Assistant Head have received training on Safer Recruitment Practices. Currently this is the Chair of Governors David Blair, the Head Teacher Joanna New and School Manager Rachel Shield.
- 2.3. Ensuring that all staff interviews have at least one person on the panel who has completed this safer recruitment training.
- 2.4. Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- 2.5. Ensuring that adults involved in the provision of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- 2.6. Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection (*In accordance with Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, September 2016*).

3. **Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:**

- 3.1. Including opportunities through P4C and the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- 3.2. Ensuring that children know that there are adults in the school whom they can approach if they are worried.
- 3.3. Displaying/distributing appropriate safeguarding materials and information.



4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in *Keeping Children Safe in Education (September 2016)*, *LSCB Safeguarding Inter-Agency Procedures (2015)*, *What to do if You're Worried a Child is Being Abused (2015)* and *Working Together to Safeguard Children (2015)*) by:
  - 4.1. Allocating a member of the school's leadership team to the role of lead 'Designated Person for child protection'. – Nominated person displayed on the notice board. Currently this is one of the Assistant Head Teachers, Emee Pekszyc.
  - 4.2. Having at least one named member of staff to deputise in the absence the main designated person and to provide support to the lead designated person. Currently this is the Head Teacher, Joanna New.
  - 4.3. Providing time and support for these roles.
  - 4.4. Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a minimum.
  - 4.5. Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding policies, procedures and practices regularly and will be the link person between the Designated Person for Child Protection and the school governing body. Currently the Governor with responsibility for safeguarding/child protection is Lydia Misson.
  - 4.6. Ensuring that all members of staff (employed directly or indirectly via another organisation; permanent and temporary), Governors and Student Teachers are aware of this policy and their own role in safeguarding and promoting welfare and the identity and role of the designated person/s. Again all staff and Governors are expected to sign a register stating that they have read this policy and understand their own role within.
  - 4.7. Ensuring that all visitors and volunteers within the school have been given a copy of the 'Protection and Safeguarding of Children - Information for Visitors and Volunteers'(Appendix 2) on their arrival.
  - 4.8. Having processes in place to ensure that all new staff receive safeguarding training/briefing appropriate to their role, as part of their induction and thereafter have access to refresher training as required or in any case, every 2 years as a minimum. This is logged for every member of staff within our organisation and a register is kept centrally and reviewed by the Designated Safeguarding Lead.
  - 4.9. Requiring all staff and volunteers, to report any safeguarding concerns to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This will be reported through either a 'Niggle Form' or a 'Cause for Concern Form' depending on the scale of the safeguarding issue at hand. Both forms can be found on the Safeguarding notice board, located in the staffroom the Learning Platform and Appendix 3. This expectation will be communicated through regular training. Prompts on how staff or volunteers should deal with a safeguarding disclosure from a child are printed onto all staff lanyards and visitor badges for guidance.
  - 4.10. Enabling the Designated Person for Child Protection to make decisions regarding the action to be taken following a concern being brought to her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's Safeguarding Advisors).



- 4.11. Ensuring that where there is a suspicion that a child might have suffered, or be at risk of suffering significant harm, the matter will be referred to Children's Social Care in accordance with *LSCB Safeguarding Inter-Agency Procedures (2008)*. This will normally be done via the Designated Person for Child Protection unless they are not available and to wait for them to become available would pose an unacceptable delay.
- 4.12. Making the Designated Person for Child Protection responsible for creating and maintaining written records in respect of all children for whom safeguarding concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events. The pupil's main file will indicate the existence of a separate safeguarding/child protection file, through the use of colour coding, red for referral.
- 4.13. Ensuring that in line with early intervention principles, where the threshold of significant harm is not met but a child is believed to be a 'child in need' of additional support/services (under section 17 of the Children Act 1989), we either provide that support or refer the child to other agencies or MAAG (Multi-Agency Allocation Group), as appropriate. The Designated Person will engage with families and ensure that parents/carers and pupils are fully involved in completing in the Common Assessment Framework when a 'child in need' referral is made.
- 4.14. Ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out our obligations in the school prospectus and making our policy available on request.
- 4.15. Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils including those with disabilities, minority status and those with a history of abuse.
- 4.16. Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations.
- 4.17. Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.18. Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting. (Staff are advised to contact Employees Support on 01234 276121)
- 4.19. Ensuring that the Designated Person for Child Protection arranges for the secure and prompt transfer of a copy of a pupil's safeguarding /child protection file to the designated person at the receiving school which is signed to acknowledge receipt. This file will be sent separately from the main pupil record. Flitwick Lower School will keep a secure copy of the original file in their archive.
- 4.20. Supporting the Authority's policies on school attendance and children missing education.



5. **Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan by:**

- 5.1. Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 5.2. The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding processes, core groups and meetings (especially child protection case conferences).
- 5.3. Ensuring (through the Designated Teacher for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- 5.4. Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Designate Person will bring the absence to the attention of the Education Welfare Service. In these circumstances, the Education Welfare Officer will prioritise a visit to the child's home.
- 5.5. Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'Private fostering arrangements' (Appendix 4) in accordance with *LSCB Inter agency Safeguarding Policy on Private Fostering (2007)*.
- 5.6. Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

6. **Have measures in place to identify and support pupils who are at risk of Female Genital Mutilation (FGM), Child Sexual Exploitation(CSE) Slavery and Trafficking by:**

- 6.1. Ensuring that where there are concerns about children being at risk of FGM for example through a verbal disclosure by the victim or in the case of a member of staff seeing what may look like FGM whilst assisting a young child in the toilet, the member of staff will report their concerns to Bedfordshire Police on 101, as part of their legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). Where a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosures will be referred to children's social services by the Designated Lead.
- 6.2. Ensuring that where there are concerns about children being at risk of CSE, Slavery or Trafficking, the Designated Person for Child Protection will report their concerns to Children's Social Services and/or Bedfordshire Police's Child Abuse Referral Unit, as part of their legal duty provided for in the Sexual Offences Act 2003, The Modern Slavery Act 2015 and The Children Act 1989.
- 6.3. Providing training for staff to help them recognise the signs that might surround a child who is being/has been subjected to FGM, CSE, Trafficking and Modern Slavery. Currently this is the Designated Lead for Child Protection / Assistant Head Emea Pekszyk.



**7. Have measures in place to identify and support pupils who are at risk of radicalisation. We will do this (in adherence with the guidance set out in *The Prevent Duty June 2015*) by:**

- 7.1. Recognising our duty under section 26 of the Counter-Terrorism and Security Act 2015, to prevent people from being drawn into terrorism.
- 7.2. Ensuring that a senior member of staff has undertaken a Workshop to Raise Awareness of Prevent (WARP) in order to provide advice and support to other members of staff on protecting children from the risk of radicalisation, currently this is the Head Teacher, Joanna New.
- 7.3. Building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- 7.4. Providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Circle times and Philosophy 4 Children (P4C) sessions, as part of the PSHE curriculum currently allow pupils time to explore sensitive or controversial issues, and equip them with the knowledge and skills to understand and manage difficult situations.
- 7.5. Ensuring that children are safe from terrorist and extremist material when accessing the internet in schools.
- 7.6. Ensuring that where there are concerns about children being at risk of being drawn into terrorism the Designated Person for Child Protection will be responsible for either contacting Bedfordshire Police on 101, seeking advice from The Department for Education (020 7340 7264) or making a referral to the Channel programme.

**8. Have measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools (2009)*) by:**

- 8.1. E-Security: keeping the electronic data we hold about pupils and families secure by limiting access according to roles and responsibilities and ensuring that passwords are changed frequently.
- 8.2. E-Safety: Promoting e-safety awareness amongst children through the ICT curriculum and the adoption of the Pupils' Acceptable Use Policy which is signed by the children and shared with the parents.(Refer to separate e -safety policy)
- 8.3. Ensuring the Acceptable Use Policy is distributed to all staff and governors of the school and is reviewed annually. Copies of the AUP are signed each year. In this way all members of the school community know their access rights and the responsibilities attached to the use of technology, including mobile phones and photographic equipment.
- 8.4. Conducting, through the Governing Body, an annual review of the school's Acceptable Use Policy.
- 8.5. Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- 8.6. Making staff and pupils/students aware that all school ICT activity and on-line communications are monitored, including any personal and private communications made via the school network.
- 8.7. Conducting an annual assessment of information risks, which will be reported to the Governing Body.



- 8.8. Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
  - 8.9. Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance *e-Safeguarding: Creating Working procedures in Schools* (2009)). The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
  - 8.10. Carrying out, through The Governing Body, an annual review of this Incident Log and accompanying action plans.
  - 8.11. Make all staff aware that photographs taken of the children engaged in school /outside school activities, are only permitted using school cameras and that such photographs taken are put on to the school intra net by the school ICT technician (Neil Yates). It is not permissible to use personal cameras or mobile phones.
9. **We will monitor and evaluate our safeguarding practices and procedures in line with this policy by:**
- 9.1. Ensuring accountability by placing ultimate responsibility for safeguarding and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
  - 9.2. Ensuring that the Designated Governor for Safeguarding has termly meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.
  - 9.3. Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
  - 9.4. Reviewing this policy on an annual basis.
10. **Have a link with Relay- Bedfordshire Police & Central Bedfordshire Council which provide schools with information on domestic abuse**
- 10.1. A Key Adult will be identified within the school- this person, Emea Pekszyk will receive information from Relay support officer (Tammy McKillop) on known domestic violence that has been reported to Bedfordshire Police. Advice will be given by Tammy McKillop on the next steps.
  - 10.2. This information will be logged in a secure file and enable the school to be aware of what has happened and to show understanding to the child involved, offering silent or overt support depending on the needs and wishes of the child. (Relay 2013)
  - 10.3. Relay can provide training on domestic abuse, awareness sessions to all staff and help with Early Help Assessment.



# FLITWICK LOWER SCHOOL

## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



|                               |   |
|-------------------------------|---|
| Policy Agreed by staff:       | October 12 and annually                       |
| Policy Ratified by Governors: | October 12                                    |
| Last Review Date:             | September 16                                  |
| Next Review date:             | September 17 – unless legislation is amended. |
| Signed:                       |   |

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## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



#### APPENDIX 1

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace and this Code makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem or “blowing the whistle” outside.

“Whistle-blowing” is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk.

As a first step, concerns should normally be raised with your immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if you believe that management is involved you should approach the Chief Executive, Director of Corporate Resources, the Council’s Monitoring Officer, or Head of Audit, Risk and Health and Safety.

Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available online at [http://www.centralbedfordshire.gov.uk/modgov/Published/StdDataDocs/7/0/6/4/SD00004607/\\$EthicalHandbookComplete.doc.pdf](http://www.centralbedfordshire.gov.uk/modgov/Published/StdDataDocs/7/0/6/4/SD00004607/$EthicalHandbookComplete.doc.pdf)

# FLITWICK LOWER SCHOOL

## Policy

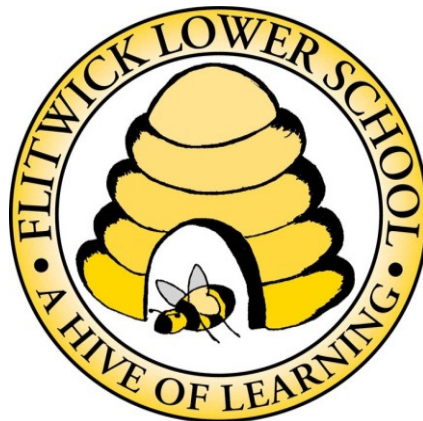
### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



#### APPENDIX 2

## THE PROTECTION AND SAFEGUARDING OF CHILDREN

### FLITWICK LOWER SCHOOL



## INFORMATION FOR VISITORS AND VOLUNTEERS DECEMBER 2016



# FLITWICK LOWER SCHOOL

## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



#### What we believe

At Flitwick Lower School we believe that our school should be open and welcoming to all who would like to support the children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care. This booklet sets out our school's policy, which is to ensure that the children benefit from as much help and support as possible but are provided at the same time with the best possible security.

#### Our Aims

- To support pupils in their learning.
- To ensure that volunteer helpers/parents are welcomed and valued as members of the school community.

#### What are my responsibilities as a volunteer?

We would like to extend our thanks to all our parents/volunteer helpers. At Flitwick Lower School we value the help we receive from parents/volunteer helpers enormously and realise that we would be unable to provide such quality experiences for the children without your time and expertise. There are lots of things we need help with in school.

However we know that for parents/volunteer helpers to be happy and comfortable helping in school we need to share some important skills and information.

#### To enable this:

- All volunteers are accepted at the Headteacher's discretion. There may be a reason we cannot accept your offer of help but we may be unable to give you the details of why.
- For the children's safety we ensure that volunteers are known to the school or come through a reputable institution e.g. the local school or university.
- Flitwick Lower School's Recruiting and Selection Procedures specify that all volunteers who work with children are required to have a DBS clearance check. This to help ensure that all people who work with young children are not subject to any criminal investigation, caution or conviction which could put our children at risk of harm. DBS Forms are available from the School Office and the staff will help you complete the application form and advise you which documentation is necessary for you to present for the check to be complete. If you already have a DBS Form, please show this to the office staff so they can record the relevant details. **YOU MUST** inform the Head Teacher immediately if you become subject to any criminal investigation, caution or conviction.
- When volunteer helpers arrive in the school they must sign in at the school office. They will be given a visitor's sticker, which they should wear at all times. The signing-in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving and remove their sticker before they leave.
- All volunteers will meet with a member of the school's senior management team, who will explain relevant Health and Safety policies, including what to do in the case of a fire.
- No volunteer will ever be left with children unsupervised by a member of school staff. If this ever happens, report it to a senior member of staff.
- We also know that for staff and parents of other children to be confident about the role of the parent/volunteer helper you need to agree to a protocol about confidentiality and conduct, as do all staff who work in schools. We will ask you to sign this to indicate your agreement and a copy will be kept in school.
- Appropriate relationships with young people should be based on mutual trust and respect. Children are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. However you should be careful about touching or cuddling children. If you are working with a pupil on his/her own, ensure that the door is left open and that you are visible to others. Do not exchange emails, text messages, give out your own personal details or photograph children unless requested by the class teacher. Children learn some things very quickly from the actions, words and attitudes of the people around them: their role models. For example they pick up good manners from the adults at home and from the adults in school, they copy phrases they hear and behaviour they see. Therefore it is important that all our own behaviours in school are always those we want the children to copy.

# FLITWICK LOWER SCHOOL

## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



- The teaching staff will also talk with you about the standard of learning they expect from the children so you can expect the same.
- **YOU MUST** let the teaching staff know of any inappropriate behaviour. If you let it go the children will learn that it is ok to behave less well for some people than others and that will make everyone's job harder and the child less likely to develop a sound moral code and sense of respect!
- However the teacher must always have the last word on what happens in a classroom.

#### What should I do if I am worried about a child?

We are all responsible for keeping children safe. If you see, hear or are told anything that causes concern or makes you worried about a child **YOU MUST** tell the class teacher or another member of school staff immediately, who if they feel it is appropriate, will pass the information onto the Designated Teacher for Child Protection – Mrs. Emee Pekszyk.

#### What should I do if a child discloses that s/he is being harmed?

Although the likelihood of this is small, it is important to know what to do in such an event as young people rarely lie about such matters.

- **Listen** to what is being said without displaying shock or disbelief: accept what is being said
- Allow the young person to speak freely
- **Reassure** the young person, but do not make promises that might not be possible to keep
- **Do not promise confidentiality** but explain to the young person that you have to tell their teacher or Head teacher in order that they can help him or her.
- **Do not interrogate** the young person **or ask leading questions.**
- **Reassure** the child that it is not their fault
- Stress that it was the right thing to tell
- **Listen** rather than ask direct questions
- Do not **criticise the alleged perpetrator**

Immediately record details of the disclosure, including where possible the exact words or phrases used by the young person. Give your recording to the Class Teacher to enable the matter to be dealt with in the most appropriate way. Please ensure you have signed and dated the form.

Dealing with issues of child abuse can be distressing for the adult to whom the abuse is disclosed or who has concerns. It is terribly important that you talk about your feelings after the event. However, it is also very important to remember that children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else.

#### Contacts:

|  |              |
|--|--------------|
| Head Teacher:                              | Joanna New   |
| Designated Teacher for child protection:   | Emee Pekszyk |
| Governor with Safeguarding Responsibility: | Lydia Misson |

#### Confidentiality

The most sensitive issue around parent helpers in school is confidentiality. Parents hand their children over to the school for the best part of every weekday trusting that they are safe and that their progress and welfare will be treated with complete confidentiality. It is therefore essential that anyone helping in school respects that confidentiality and follows the protocols in the later document. This school is a very trusting school. It is essential we remain so.

There are other things as well as children's progress that need to be kept confidential. Some children have medical needs to which we have to attend, perhaps an allergy or a condition that affects their daily learning. Some families have complex circumstances which mean that a child must not join in some activities. Some children may be experiencing a traumatic time at home and their behaviour in school may be affected.

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## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



You may find that a friend's child gets in trouble, or you might see a friend's child being upset by another child. You may not be sure about what to do. You may be asked by a parent: "What is my child like in school?" Or even: "What is so and so like in school?" You may be asked by a parent to find out about such and such or see what this or that is like. You may even be asked what the staff are 'really' like. As part of our agreed confidentiality, we would ask you not to discuss any of this and refer any issues to the teacher.

Parents/volunteer helpers are welcome in our staffroom (during morning and afternoon break times). Should you hear any information pertaining to the children, this should be kept in strictest confidence.

#### **The role of parent/volunteer helper in school**

At Flitwick Lower School we aim to make learning as exciting as we can, so often lessons will be practical and that is when we need most help. However there are so many things that we need you to help with.

Some of these are listed below:

- Art/Craft work: cutting, sticking, sewing, folding, sawing, nailing, constructing, colour mixing, layering materials, practising techniques with paint or clay, constructing sculptures, learning batik skills, textile work etc.
- Practical maths and science lessons benefit from parent helper support. Children need reminding of the task, guiding with the next steps, questioning in the right way to make them think or just encouragement and reassurance. They also need to be regularly brought back to the learning objective. Children also need to learn to be independent so please do not 'do' things for the children. They need to learn for themselves.
- Small groups or individuals benefit greatly from one to one support. Having an adult to challenge the learning is very helpful. Being able to ask the children open questions is a great skill and gets the children thinking. Questions like: "I wonder what would happen if we put it the other way up?", "Why do you think it does that?", "Where has that answer come from?", "How do you know you are right?" and "How did you find that out?"
- An adult supporting a game can be very powerful, especially in terms of modelling vocabulary and social skills such as turn-taking.
- Listening to children read - this is a skill which has many levels and parents input can make a big difference to children's progress.
- Accompanying the children on educational visits enables the school to meet its legal requirements in terms of adult/pupil ratios.
- Helping to clear up is an essential part of learning too. We want all children to see clearing up as a natural part of the activity however you, as a helper, should never be the only one who clears everything away. That would give very negative messages to the children about your role and about their responsibilities.



## Flitwick Lower School Parent/Volunteer Helper Protocol

### THE SCHOOL

We will:

- Give you any skills needed to carry out or support tasks
- Explain the tasks/role
- Share the school Behaviour Policy (and any other relevant policies) with you
- Ensure that children learning with you behave well
- Treat you with respect and care; and ensure the children are expected to do the same
- Share relevant information about children with you as necessary
- Let you know in advance if we have changed the plan for the day and don't need you
- Treat anything you tell us with complete confidentiality

We will never:

- Leave you with children unsupervised by a member of staff
- Expect you to deal with difficult or challenging behaviour
- Ask you to carry out a task without explaining it first

Signed:..... Date: .....

Name: ..... Position: .....

### THE PARENT/VOLUNTEER

Name.....

I will:

- Report any concerns I have regarding safeguarding children immediately
- Respect the school's Behaviour guidelines and Parent/Volunteer Helper Protocols and inform the teacher/senior staff of any inappropriate behaviour
- Model appropriate behaviours, attitudes and language at all times
- Treat all children equally, fairly and with respect
- Treat any information with total confidentiality
- Let staff know if I can't come in as this may affect the teacher's planning
- Respect and follow the guidance of the teacher at all times
- Understand the need for any safeguarding checks prior to working with children
- Respect the school's right to withdraw my ability to help without warning or a reason being given

I will never:

- Ignore concerns I have about safeguarding children
- Deal with behaviour issues myself
- Look at or compare any child's work books, records or staff notes
- Share any information or views about a child or member of staff with anyone outside the school staff or governors
- Speak ill of any child as a result of things I may have seen/heard in school

Signed: ..... Date: .....

**FLITWICK LOWER SCHOOL**  
**Policy**  
**THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY**



**APPENDIX 3**

**Flitwick Lower School**  
**The Protection and Safeguarding of Children**  
**Niggle Form**



|   |  |  |   |                                     |  |
|---|--|--|---|-------------------------------------|--|
| <b>Family name of child</b>                     |  | <b>First name(s)</b>                       |   | <b>Alias / also known as</b>        |  |
| <b>Class</b>                                    |  | <b>Age</b>                                 |   | <b>Gender</b>                       |  |
| <b>Year Group</b>                               |  | <b>D.O.B</b>                               |   |                                     |  |
| Detail of concern:                              |  |  |   |                                     |  |
|   |  |  |   |                                     |  |
| <b>Date that concern was raised</b>             |  | <b>Day of week that concern was raised</b> |   | <b>Time that concern was raised</b> |  |
| <b>Name of person raising concern</b>           |  |  | <b>Relationship to child/young person</b>             |                                     |  |
| <b>Who have you passed this information to?</b> |  |  | <b>On what date did you pass this information on?</b> |                                     |  |
| <b>Signature of person raising concern</b>      |  |  | <b>Date</b>   | <b>Time</b>                         |  |



# FLITWICK LOWER SCHOOL

## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



Flitwick Lower School  
The Protection and Safeguarding of Children



## Record of Concern Form

|  |  |  |             |   |             |
|--|--|--|-------------|---|-------------|
| <b>Family name of child/young person</b>   |  | <b>First name(s)</b>                       |             | <b>Alias / also known as</b>                          |             |
| <b>Address</b>   |  | <b>D.O.B</b>                               |             | <b>Ethnic Origin</b>                                  |             |
|  |  | <b>Age</b>                                 |             | <b>Disability</b>                                     |             |
|  |  | <b>Gender</b>                              |             | <b>Religion</b>                                       |             |
| Your account of the concern:<br><b>(What was said, observed, reported and by whom)</b> |  |  |             |   |             |
| Additional information:<br><b>(Your opinion, context of concern/disclosure)</b>        |  |  |             |   |             |
| Your response:<br><b>(What did you do/say following the concern)</b>                   |  |  |             |   |             |
| <b>Date that concern was raised</b>  |  | <b>Day of week that concern was raised</b> |             | <b>Time that concern was raised</b>                   |             |
| <b>Name of person raising concern</b>  |  |  |             | <b>Relationship to child/young person</b>             |             |
| <b>Who have you passed this information to?</b>  |  |  |             | <b>On what date did you pass this information on?</b> |             |
| <b>Signature of person raising concern</b>   |  |  | <b>Date</b> |   | <b>Time</b> |

# FLITWICK LOWER SCHOOL

## Policy

### THE PROTECTION AND SAFEGUARDING OF CHILDREN POLICY



| Details of all actions/ decisions taken in respect of this concern –<br>To be completed by Designated Child Protection Officer / Lead :- |  |                                |  |   |  |   |  |
|--|--|--------------------------------|--|---|--|---|--|
| Number of Previous Records of Concern  |  | Is child known to CAF Register |  | Is child known to Vulnerable Children & Corporate Parenting |  | Previously on Child Protection Register |  |
|  |  |                                |  |   |  | Child protection Plan                   |  |
|  |  |                                |  |   |  | Child in Need Plan                      |  |
| Action Taken   |  |                                |  | By who  |  | Date & time Completed                   |  |
| Outcome  |  |                                |  |   |  |   |  |
| Action Taken   |  |                                |  | By who  |  | Date & time Completed                   |  |
| Outcome  |  |                                |  |   |  |   |  |
| Action Taken   |  |                                |  | By who  |  | Date & time Completed                   |  |
| Outcome  |  |                                |  |   |  |   |  |
| Name of Designated Child Protection Officer  |  |                                |  | Signature   |  |   |  |
| Name of Parent   |  |                                |  | Signature   |  |   |  |



#### APPENDIX4

##### Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- With the intention that it should last for 28 days or more.
- Private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (Whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

##### Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him or he is a protected child under the Adoption Act 1976 (section 32).