



SAFEGUARDING CHILDREN POLICY

CREATED:	September 2009
Reviewed:	October 2015
BY:	SLT
REVIEW DETAILS:	To be conducted annually in consultation with staff and Governing Body.
REVIEW DATE:	October 2016

SAFEGUARDING CHILDREN AT GRANGETOWN PRIMARY SCHOOL

“For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work out their evil, no one can guarantee that they will be stopped.

However, our task is to make it as difficult as possible for them to succeed.

(Bichard 2004)

In terms of “Staying Safe” at Grangetown Primary School we acknowledge the above statement and endeavour to provide as safe an environment as possible within which children and young people may learn.

We recognise that providing this safe environment includes the need to:

- Prevent unsuitable people working with children and young people
- Promote safe practice and challenge poor and unsafe practice

SAFEGUARDING STATEMENT

Grangetown Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

INTRODUCTION

This guidance is intended to help staff and volunteers to minimise the risk of being accused of improper conduct towards the children or young people with whom they come into contact during their work.

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff relate to pupils and where opportunities for their conduct to be misconstrued might occur. Staff must at all times exercise professional judgement and standards of behaviour in their dealings with pupils. For the vast majority of staff this guidance will serve only to confirm what has always been their practice. If staff have any doubts about the advice contained in this document they should consult the Head Teacher.

1. 'MODEL' CODE OF CONDUCT FOR EMPLOYED AND VOLUNTARY STAFF

For teachers, and in addition to the general guidance about conduct for staff volunteers etc, the Code of Conduct and Practice for Registered Teachers (General Teaching Council: November 2004) will apply. In particular, and in this context, Section 1 of that code and the following elements within it.

2. UNACCEPTABLE PROFESSIONAL CONDUCT

"Conduct which falls short of the standard expected of a registered teacher and behaviour which involves a breach of the standards of propriety expected of the profession."

3. CONDUCT RELATING TO PUPILS AND PARTNERS IN EDUCATION

Registered teachers may be found guilty of unacceptable professional conduct

Where they:

- 3.1 Seriously demean or undermine pupils, their parents, carers or colleagues or act towards them in a manner which is discriminatory in relation to gender, religion, belief, colour, race, ethnicity, class, sexual orientation or disability.

Where they fail to:

- 3.2 Take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.
- 3.3 Comply with relevant statutory provisions which support the well being and development of pupils

4. DEVELOPING A 'SAFER' SCHOOL CULTURE

At Grangetown Primary School we work hard to develop a working culture which embraces safeguarding and communicates a clear framework to employees, parents and pupils. We expect that staff will have opportunities to reflect on practice, and feel able to self report, and to support and challenge others. We hope to engender a culture and ethos where, in making referrals and passing on concerns, staff don't think "What if I'm wrong?" but rather "What if I'm right?"

Awareness, openness and vigilance plus sound recruitment and induction practices are vital to our safeguarding culture here at Grangetown.

5. **CHILD ABUSE**

Child abuse may be physical, sexual or psychological. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts and a small minority of these may gain access to children in schools as teachers or support staff or through their voluntary involvement in school activities. Pupils should not feel inhibited from reporting abuse against them by staff or volunteers, or any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. The Head Teacher and other staff will continue to do all they can to ensure that the environment within Grangetown Primary School encourages pupils and staff to make truthful reports of any inappropriate behaviour.

The action to be taken by staff when they suspect a pupil is being abused by a person outside or inside the school, and the steps that should be taken if an allegation of abuse is made against a member of staff by a pupil, are set out in the school's **Child Protection Policy** and all staff should be familiar with that.

6. **OTHER PROCEDURES AND GUIDANCE**

Staff should also be familiar with the school's policy about physical contact with pupils, the use of reasonable force to control or restrain pupils, and the procedures that should be followed if a pupil needs first aid or medical attention. (See **Behaviour Policy** and **First Aid Guidance**)

7. **GUIDELINES FOR STAFF**

7.1 **Private meetings with pupils.**

- (a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary. However, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.
- (b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the Head Teacher.

7.2 **Physical contact with pupils**

- (a) Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff should not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
- (b) Any form of physical punishment of pupils is unlawful, as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

7.3 **Where physical contact may be acceptable**

- (a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to

be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the Head Teacher.

- (b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE and contact activities at extra curricular sessions. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.
- (c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed in the school's **Behaviour Policy**.

7.4 **Caring for pupils with particular problems**

- (a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.
- (b) Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is *reasonable* in all the circumstances.

7.5 **Relationships and attitudes**

- (a) All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a pupil under 18 years of age may be a criminal offence.
- (b) All staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, and care should be taken that their language or conduct does not give rise to comment or speculation. Attitudes, demeanours and language all require care and thought, particularly when members of staff of either sex are dealing with adolescent boys and girls.
- (c) From time to time staff may encounter pupils who display attention-seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that the Head Teacher or a senior colleague is aware of the situation.

7.6 **Where conversation of a sensitive nature may be appropriate**

- (a) Many staff have a pastoral responsibility for pupils and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.
- (b) Other staff in school may, from time to time, be approached by pupils for advice. Pupils may also appear distressed and staff may feel the need to ask if all is well. In

such cases staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

7.7 Inappropriate comments and discussions with pupils

- (a) As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. As a general principle therefore staff must not make unnecessary comments to and/or about pupils which could be construed to have a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- (b) The use of insensitive, disparaging or sarcastic comments are also unacceptable.

7.8 Extra curricular activities

- (a) Staff should be particularly careful when supervising pupils in extra curricular activities, or a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Typically a less formal approach than usual maybe appropriate in these settings, but that can be open to misinterpretation. In any event, the standard of behaviour expected of staff will be no different from the behaviour expected within school.
- (b) Staff should take care in receiving or giving gifts to pupils which could be misunderstood. Gifts to individual pupils from staff will be exceptional and should be assessed against the school's policy or by a senior member of staff. Inappropriate gifts from pupils should be reported as described in paragraph 7.9 below.

7.9 Reporting incidents

Following an incident where a member of staff feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the Head Teacher. Where it is agreed with the Head Teacher the member of staff or volunteer should provide a written report of the incident. A detailed written report should always be made if a member of staff has been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult.

8. **SAFER RECRUITMENT GUIDELINES**

8.1 **ADVERTISING**

The school's prepared advertisements for vacant posts will ensure:

- A mix of qualities, qualifications and experience to be demonstrated
- Wording of statements that should deter unwanted applications, as much as attracting suitable applicants
- Clear framework of duties, responsibilities, expectations and attributes
- Requirements of Equal Opportunities legislation will be met
- Statement about the school's approach towards safeguarding children and young people and the requirement for enhanced CRB checks

8.2 **RECRUITMENT PROCEDURES**

The school's recruitment procedures will:

- Maintain a skeleton file of documents (model job descriptions and person specifications) ready for modification/updating as and when posts become vacant
- Regularly review candidate information packs
- Communicate the statutory responsibilities of those whose roles include the welfare and safety of children and young people
- Make an assessment of each post, that includes details of the post's responsibilities; the degree of (un)supervised access to children/young people and the key skills required of the post
- Consider establishing a 'team' to meet and review the school's recruitment and selection procedures, at least on an annual basis
- Recommend a minimum of three on an interview panel, at least one of whom shall be trained in safer recruitment
- Refer to **Recruitment And Selection Procedures Checklist (Appendix 1)**

8.3 **VOLUNTEERS: A FOUR LEVEL APPROACH**

- Where the school has little or no knowledge of the volunteer, the approach should be the same as for a paid member of staff
- Where the school approaches the volunteer, the school should check against List 99, CRB, and should ask people in school if they have any known concerns
- Where a volunteer's role will be a "one-off" the measures are unnecessary ONLY provided the person is NOT left alone with children
- Where volunteers recruited by another organisation work in a school, (e.g sports coaches) school should obtain assurance that the person has been properly vetted and CRB evidence is provided etc.

8.4 AFTER APPOINTMENT, INDUCTION - THEN MONITORING AND SUPPORT**All new staff and volunteers need induction in:**

- Safeguarding policies e.g Child Protection, anti-bullying, anti-racism, physical intervention, intimate care, internet safety, and local procedures
- Safe conduct in relation to behaviour expected of adults who work with children
- How and with whom to raise any concerns
- Other relevant personnel procedures e.g disciplinary, capability, whistle blowing
- Child Protection training

APPENDIX 1: RECRUITMENT AND SELECTION PROCEDURES CHECKLIST**Job Description and Person Specification**

- Ensure JD and PS are available and up to date. ☐
- Check, particularly, for relevance and accuracy of qualifications criteria ☐
- Ensure both documents (JD and PS) contain references to child protection and safeguarding of children and young people ☐

Advertisement

- Draft in accordance with JD and PS (check with HR if necessary) ☐
- Insert safeguarding statement, requirement for enhanced CRB check and equal opportunities statement ☐
- Refer to grade/pay and contractual status (hours, FT/PT/JS/TTO) ☐
- List key responsibilities of post ☐
- Point to source of application forms (school contract/number) ☐
- *Note: (Candidates with certain disabilities may not be able to complete application form: Therefore, alternative application methods should be considered).*
- Any arrangements for prospective candidates to visit school? ☐
- Insert closing date for applications ☐
- Insert potential interview date or week when interviews to be held ☐

Candidates Information Pack (see appendix 2)☐**Shortlisting**

- Form panel - gender mix ☐
- Consider application forms against person specification criteria ☐
- Consider only fully completed forms (No CV's : question employment gaps) ☐
- Prepare shortlist based on panel's selection against criteria ☐
- Agree interview format, questions and administrative arrangements ☐
- Immediately seek two written references, one of which must be current or most recent employer ☐
- Retain notes/assessment forms for 6 months ☐

Letter Inviting to Interview (see appendix 3)☐**The Interview**

- Confirm Chairperson and panel (recommend minimum of 3 people, one of whom must be trained in safer recruitment) ☐
- Clarify terms and conditions of post (check with HR if necessary) ☐
- Confirm questions (including those relating to safeguarding) and selection process (note-taking, assessment method, any weightings? etc.) ☐
- Ensure each candidate's identity and qualification documentation are checked (originals only); copied; originals returned to candidates ☐
- Conduct interview following agreed format ☐
- No discussion by panel between interviews : Full discussion only once all interviews completed ☐
- Agree who is to be offered post ☐
- Check references for prospective appointee ☐
- If references satisfactory, make offer ☐
- Issue pre-employment checks (CRB and medical) ☐
- Retain notes/assessment forms for 6 months ☐

APPENDIX 2: CANDIDATE INFORMATION PACK

Candidate packs will include, depending on the nature of the post:

- Application form, Job Description and Person Specification
- Terms & Conditions of Post
- Guidance on completing form(s): 'gaps' will be followed up, must be fully completed etc
- Equal Opportunities statement
- Child Protection Policy/Safeguarding Statement
- Rehabilitation of Offenders Act 1974 Policy statement
- School information : eg Ofsted, SEN, Free School Meals, Attendance, Pastoral & Curriculum issues, Staff Code of Conduct, etc
- LA information
- Interview procedure : Shortlisting, References, Panel composition ; Process will look at both the post applied for and the candidate's attitude towards children/young people and safeguarding (including specific questions)
- Reinforce that **two** references are required, one of which must be from current, or most recent, employer
- Enhanced CRB disclosure will be sought

APPENDIX 3: ITEMS FOR INCLUSION IN INTERVIEW INVITATION LETTER

- Post Title
- Date, time, venue, directions
- Membership of Panel
- Order of Interview
- Presentation/Other format ?
- Statement to be included that:
 - *“as well as assessing your suitability for this post, the panel will pose questions about your attitude to children and young people and the safeguarding and welfare of children and young people”*
- Requirement for an enhanced CRB check and pre-employment medical questionnaire
- Requirement to present at interview **original** documents to prove identity and qualifications
 - current passport or driving licence
 - birth certificate issued within 12 months of date of birth
 - EU photographic ID card
 - HM Forces ID card (UK)
 - Adoption Certificate (UK)
 - utility bill/financial statement showing current name and address
 - certificates, diplomas, degrees, or letter of confirmation from the awarding body
 - professional competence, eg QTS/GTC
- Contact name/number in school
- Repeat date and time of interview

APPENDIX 4: POSSIBLE QUESTIONS SPECIFIC TO SAFEGUARDING/PROTECTION OF CHILDREN OR YOUNG PEOPLE

1. What attracted you to teaching/this post in the school?
2. How do you think your own childhood may have influenced your interaction/practice with students?
3. What motivates you to work with children/young people?
4. Tell us about your interests outside work.
5. What do you see as the professional challenges facing teachers?
6. Give an example of where you have had to deal with bullying behaviour between pupils. What did you do? What made it successful? What might you have done differently?
7. Young people can develop 'crushes'. How would you deal with this?
8. What would you do if you had concerns about a colleague's behaviour towards a child?
9. Give an example of how you have managed poor pupil behaviour.
10. Give an example of when you have had to respond to challenging behaviour. How did this affect you emotionally? How did you cope with the aftermath?
11. When do you think it is appropriate to physically intervene in a situation involving young people?
12. What makes a school safe and caring?
13. What policies are important to support a safe environment?
14. What are staff's responsibilities in protecting children?
15. Give examples of what you would consider appropriate and inappropriate behaviour.
16. How would you define an appropriate teacher/pupil relationship?

APPENDIX 5: DANGER SIGNS

- The candidate may imply that adults and children are equal in every sense, ignoring disparities of power and authority.
- There may be an inability to recognise the inherent vulnerability of children from troubled or disadvantaged backgrounds.
- There is a tendency to view children and young people in idealised or romanticised terms.
- They may appear dogmatic, autocratic, arrogant or over-confident.
- There appears to be an over-identification with youngsters and a lack of appropriate intimate or supportive relationships with other adults.

APPENDIX 6: REFERENCES

Safeguarding Children in Education:

Safer Recruitment and Selection in Education Settings DfES/1568/2005

Safer Recruitment Online Training Site: www.ncsl.org.uk/saferrecruitment

www.teachernet.gov.uk/child_protection