

POWNALL HALL SCHOOL

3a Part (i) SAFEGUARDING POLICY

Designated Safeguarding leads at Pownall Hall School

**The senior designated person at Pownall Hall School is the Headmaster,
Mr David Goulbourn**

The deputy designated person at Pownall Hall School is Mrs Louise Edwards

**The designated safeguarding officer for the Early Years Foundation Stage is the
EYFS Co-ordinator, Mrs Beryl Spence**

The designated Governor for Safeguarding is Stephen Coyne

Cheshire East Emergency Contact Numbers

Cheshire East Consultation Service - CECS

Children's Assessment Team (Children's Social Care) : 0300 123 5012

(Mon-Thurs 8.30 a.m. – 5pm or Fri 8.30 a.m. – 4.30 pm)

SCiES - Safeguarding Children in Education Settings - Kathryn Hill (Representative)

Out of Hours Service: 0300 123 5022

Safeguarding Advisor for Early Years Settings: 01606 275039

LADO Service: (allegations against staff) 01606 275039 Melanie Campbell

Police: 0854 458 0000

OfSTED: 0300 123 4666

Other Emergency Contact Numbers:

TAMESIDE Children's Hub: 0161 342 4008/ 4187/ 4206/ 4210

Emergency out of hours: 0161 342 2222 TRAFFORD

MARAT (Multi-Agency Referral and Assessment Team) General Helpline: 0161 912 5125

Emergency out of hours: 0161 912 2020

STOCKPORT Stockport Safeguarding Unit and LADO – 0161 474 5657

out of hours: 0161 718 2118

Stockport Channel Panel – 0161 474 5657 (ask for Julia Storey who is the single point of contact for education)

MASSH (Multi Agency Safeguarding and Support Hub) 0161 217 6028

Emergency out of hours: 0161 718 211 MANCHESTER Contact Centre: 0161 234 5001

CHILDLINE: 0800 1111

NSPCC Child Protection Helpline 0808 800 5000

Greater Manchester Police Public Protection Investigation Unit (PPIU) - for consultation about crime-related safeguarding concerns: stockport.ppiu@gmp.pnn.police.uk

Prevent - The local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

NSPCC FGM helpline: 0800 028 3550 fgmhelp@nspcc.org.uk

This policy complies with government legislation and is regularly updated in accordance with current guidance and the ISI Regulatory Standards for Independent Schools (0916). Copies are on the school's website and are available to parents and prospective parents on request.

The health, safety and welfare of all the pupils at Pownall Hall School are of paramount importance to all adults who work at the school and govern it. All our children have the right to protection and to have their safety guarded. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Pownall Hall School will safeguard and promote the welfare of children who are pupils at the school, in compliance with DfE Guidance 'Keeping Children Safe in Education' (September 2016), 'Working Together to Safeguard Children' (2015) and 'HM Government: Revised Prevent Duty Guidance for England and Wales (July 2015)

1. The School aims to:

- Fulfil its statutory responsibility and Duty of Care and follow the guidance and procedures laid down in the current Cheshire East County Council Child Protection Committee Manual of Procedures.
- Ensure that safe recruitment practices are followed in checking the suitability of all staff, governors and volunteers who work with children, including enhanced DBS checks and compliance with Independent Schools' Standards Regulations (See policy on Safer Recruitment at Pownall Hall School-3a(ii)).
- Ensure that staff receive regular training in safeguarding issues, guidance for identifying them and the procedures to be followed when dealing with them. Ensure effective communication between all staff when dealing with safeguarding issues.
- Establish a code of conduct for all staff including reference to their possible vulnerability for Safeguarding issues and how this can be avoided. (See policy on Code of Conduct for Staff at Pownall Hall School 3c.)
- Ensure that risk assessments are used effectively to promote pupils' safety. Pupils are made aware of risks in different situations and how to respond to them through the teaching of personal, social and health education, assemblies and the general ethos created in the School.
- Create a supportive, caring ethos where children are encouraged to share concerns knowing that adults will listen to them.
- Ensure that parents understand the responsibility placed on the School and its staff for safeguarding by making the policy available to them on the website; or by sending a copy on request. The School will notify parents and prospective parents of policies that are available to them in parents' handbooks and the prospectus.
- Ensure that this policy is reviewed annually, updated in accordance with current legislation, approved by the Governors of the School and its implementation checked and reported on annually by their representative.

2. Responsibilities

Governors will ensure that:

- The School has a safeguarding policy and procedures that are in accordance with current DfE Guidance *'Keeping Children Safe in Education'* (5th September 2016).
- The safeguarding policy and procedures are reviewed and evaluated annually. Also that the school is discharging its duties efficiently through the implementation of this policy and this will be checked and reported on annually by a nominated governor. The school has a Safeguarding Sub-Committee, which meets termly to discuss this policy, further issues and the school's Child Protection Register. The nominated governor (Dr. Stephen Coyne) attends this sub-committee.
- The School has procedures for dealing with allegations of abuse against members of staff, volunteers and the head that comply with government guidelines.
- All allegations will be reported to the LADO immediately (KCSIE 2016)
- The senior designated person responsible for safeguarding (SDP), deputy designated person (DDP) and the EYFS designated person receive appropriate training in safeguarding, updated every two years. SCiES updates to be actioned when received.
- Training in safeguarding for all staff is updated every three years. Volunteers who work with children and part-time staff are to be made aware of the arrangements as they join the school. Staff undergo online training annually.
- Safer recruitment procedures are carried out for every appointment and any volunteers who work with the children on a regular basis, including enhanced Disclosure and Barring Service checks, Prohibition from Management, Prohibition from teaching and contact with present and previous employers – all in accordance with Independent School Standards and Regulations. (See policy for Safer Recruitment at Pownall Hall School – 3a (ii)).
- A central register of all appointments including the Governors, which complies with current regulations, is kept and checks are made in line with current regulations.
- Any deficiencies or weaknesses in safeguarding arrangements brought to their notice are remedied without delay.
- Every complaint or suspicion of abuse from within or outside the School will be investigated and in all proper circumstances will be referred to an external agency such as the Children's Social Care Team of the local authority or the Police Public Protection Investigation Units (PPIU) in accordance with the procedures of the Cheshire East Local Safeguarding Children Board. The School will also comply with the procedures of other Local Authorities in which families may be resident, such as Stockport, Derbyshire, Manchester, Tameside and Trafford.
- The school will inform the local authority of any children missing education and who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The Headmaster, who is also the Senior Designated Person with responsibility for child protection issues, will ensure that:

- The School has the correct policies and procedures that comply with current legislation in place for handling cases of suspected abuse, including allegations against any staff or volunteers (See Procedures when a Member of Staff, Volunteer or Head faces Allegations of Abuse – policy 3b).
- The above policies are available to all staff and volunteers for reference and are reviewed and approved by governors on an annual basis. Copies of all policies are kept electronically on the Pownall Hall School shared files on google drive. Paper copies may be obtained from the Deputy Head, on request.
- Sufficient resources and time are planned and provided for safeguarding matters and the ethos of the School is conducive and sensitive to staff and volunteers raising concerns about any potentially unsafe practice. (See policy for Code of Conduct for Staff -3d).
- The school's sub-committee, chaired by the Headmaster, meets termly, is attended by the nominated governor and all designated persons. The Child Protection register is updated at these meetings.
- The school has a Deputy Designated Person, in case of absence of the Headmaster, to be responsible for dealing with safeguarding issues, providing advice and support to staff and working with external agencies as necessary and that this member of staff undertakes training every two years. The school has a designated person responsible for safeguarding within the EYFS, who will also undertake training every two years.
- Ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in "Keeping Children Safe in Education (September 2016) (KCSIE) ", and "Working Together to Safeguard Children (March 2015), including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children.
- Ensure that all staff and volunteers undergo safeguarding training, including reading and understanding the Safeguarding Policy, KCSIE Part One and Annex A (September 2016), and the staff code of conduct, as part of their induction.
- Ensure that all staff and volunteers undergo safeguarding training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) to protect each pupil from any form of abuse, whether from an adult or another pupil.
- Ensure that all staff and volunteers have read and understood KCSIE Part One (September 2016)
- Prevent training – include training all staff concerning the risks of radicalisation and how to identify children and young people at risk. (KCSIE 2016)
- Ensure children are kept safe on-line by educating them in e-safety.
- All staff are informed of necessary updates to the policy, receive refresher INSET training every three years and know the signs of possible abuse and what to do. New staff receive induction in the school's safeguarding policy and procedures before commencing their work with the children.

- Parents are aware of the School's responsibilities in respect of safeguarding and know that they can obtain a copy of the safeguarding policy on request and the policy is on the school's website
- The Secretary of State is informed if there are grounds for believing that a person may be unsuitable to work with children or may have committed misconduct.
- Any deficiencies or weaknesses in the School's safeguarding arrangements are remedied without delay.

The Designated Persons for the School and the EYFS will also ensure that:

- All staff have appropriate training, updated every three years and that new staff, including supply, part-time and volunteers, receive induction training on the School's safeguarding procedures.
- Advice and support is given to staff in relation to safeguarding issues. Our Policy for the Induction of New Staff in Safeguarding is used for all new staff in the school.
- They cultivate links and liaise with relevant external agencies and refer cases of suspected abuse to them. Contact details are: Kate Rose / Melanie Campbell - local authority designated officer (LADO) 01606 288 931, Cheshire East Local Safeguarding Children Board 01625 374 753 / 01625 374 965 or LSCB@cheshireeast.gov.uk
- The Head is always kept informed should the Deputy or EYFS designated persons have to deal with issues. The School is registered with Ofsted and separate procedures in respect of this are detailed in the EYFS section of this policy.
- Detailed, written, accurate records are kept both of concerns and of any referrals.
- **All** records are kept securely and separately from other school records and are in a locked location

When a child leaves, the record is kept in school but an A4 hard copy is transferred to the new school when the child starts at the new school and the Head only discusses any issues personally with the Head of the new school.

Proper procedures are followed if an allegation is made against an adult in the school (see separate guidance for dealing with allegations of abuse against an adult in the school – 3b).

All Staff, including supply and temporary staff and volunteers, must take responsibility for being alert to signs of abuse in the protection of each pupil in the school.

3. Signs of Abuse

What is child abuse?

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve

- physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

The NSPCC defines child abuse as:

“Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long term damage to a child: Physical abuse, emotional abuse, neglect, child sexual abuse (including child sexual exploitation and female genital mutilation). Bullying and domestic violence are also forms of child abuse.”

A child may be experiencing abuse if he or she is:

Frequently dirty, hungry or inadequately dressed
Left in unsafe situations, or without medical attention
Constantly “put down,” insulted, sworn at or humiliated
Seems afraid of parents or carers, or runs away from home

Severely bruised or injured
Displays sexual behaviour which doesn't seem appropriate for their age
Growing up in a home where there is domestic violence
Living with parents or carers involved in serious drug or alcohol abuse

“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you.”

“Abuse is always wrong and it is never the young person's fault.”

Symptoms

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

repeated minor injuries, which may not have received medical attention

injuries that are not consistent with an explanation

children who are dirty, smelly, poorly clothed or who appear underfed

reluctance to change for PE/games

children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums

an air of 'detachment' or 'don't care' attitude

overly compliant behaviour, attention seeking

a 'watchful attitude', nervousness

sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation,

a child who is reluctant to go home, or is kept away from school for no apparent reason

does not trust adults, particularly those who are close

'tummy pains' with no medical reason, persistent tiredness

eating problems, including over-eating, loss of appetite

lack of concentration

unexpected change in achievement level

disturbed sleep, nightmares, bed wetting

unexpected behaviour, lying, stealing, running away

self inflicted wounds

reverting to younger behaviour

depression, withdrawal

relationships between child and adults which are secretive and exclude others

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Family Background may add to the member of staff's concern e.g. – poor relationships, stress within the family, violence within the family, ethnicity (with regards to FGM).

Staff should be aware that a child may be abused by one or more adult, or by one or more pupils, and should follow the procedures outlined in Section 4.

Staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm, or of allegations of harm to a pupil. These may include:

- No member of staff should convey or transport a lone child in a private vehicle or the school bus, except in cases of medical emergency.
- It should be normal practice that members of staff teach pupils in a classroom where there is a window in the door. Ideally, all classroom doors should contain such a window. However, this is not always possible in a listed building. In such cases, the door should remain open at all times when a class is present, if the fire regulations allow. Windows in doors must be kept free of obstructions, so that staff and pupils may be clearly seen from outside.
- No member of staff should divulge personal contact details or engage in electronic communication with a pupil.

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

We use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour.

The traffic light tool can be found at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at:
http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse, the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate
- Have relevant policies in place

If a disclosure is made, staff should follow the procedures as outlined in Section 4 - Dealing with concerns.

Children Missing Education

The school will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded. The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

Prevent Duty

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. (Guidance in policy folder)

Staff will:

Risk Assessment: Teachers will raise concerns during weekly staff briefing. Whole staff discussion will help build up a picture of the whole child in all areas of school.

Any information is then handed to the Designated Safeguarding Lead immediately.

Working in partnership: Staff at Pownall Hall School will work with partner agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm via social media and the use of the internet. In addition, staff at Pownall Hall School may wish to consider engagement with parents and carers to assist families who raise concerns and provide them with appropriate support.

Staff training: Prevent training has been undertaken by the staff. It is important that staff are trained on how to identify factors that can help make people vulnerable to radicalisation. As part of prevention, staff will receive focused training to support the ever changing landscape of safeguarding which is underpinned by legislation and guidance on issues such as radicalisation.

IT Policies: Suitable filtering is in place on all computers that access the internet. The curriculum at Pownall Hall School helps the children stay safe online. Internet safety is an integral part of the ICT and PSHE curriculum.

Please also read the school's **Inclusion Policy** to see how children are included in all areas of school.

Female Genital Mutilation

The requirement to report to the police the discovery that FGM appears to have been carried out on a girl under 18

4. Procedures – Dealing with concerns

It is essential that all staff make themselves familiar with these procedures and follow the guidelines given when dealing with a suspected case of abuse:

- Unless the child chooses to confide in a member of staff, the pupil should not be interrogated or questioned too closely. A teacher may ask how a particular injury was obtained or why the pupil appears unhappy or is falling asleep.
- Staff must listen to what the child has to say, not interrupt, avoid leading the child in any way and must not promise confidentiality.
- Reassure the child that he/she is not being blamed and be sure not to show shock or panic when presented with the facts. It is very important to keep calm.
- Record the child's remarks in detail as soon as possible on the school's Disclosure Form (within 24 hours). If you do not have a copy of the Disclosure Form, note the date, time, place and people present in addition to what was said and the action taken at the time. Keep any other evidence that will be beneficial.
- All notes taken are very important and may be used in subsequent court proceedings. **Pass them to the SDP (Headmaster) or, if absent, the DDP.**
- In circumstances where a child is thought to be 'missing' from school, the parents and, where appropriate, the police will be contacted as a matter of urgency.
- In cases where dealing with abuse by one or more pupils against another pupil (see Anti-Bullying policy)

The Headmaster (SDP) or in the case of the youngest children – the EYFS DP, must be made aware immediately if there is a problem or any suspicion in respect of child abuse.

The relevant welfare agency will be contacted within 24 hours of disclosure and the police will be informed if there are grounds for believing that a criminal offence may have been committed:

- **Children who have suffered, or are likely to suffer, significant harm should be reported to Children's Social Care immediately.**
- **An inter-agency assessment is made for children who are in need of additional support from one or more agencies including, as appropriate, "Common Assessment Framework (CAF)" and "Team around the Child" (TAC).**
- The requirement to inform the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority, or in default of such agreement, at intervals determined by the Secretary of State
- The requirement to report to the police the discovery that FGM appears to have been carried out on a girl under 18
- The need to make a referral if a child is identified at risk of radicalisation

The Headmaster (SDP) or DDP will work closely with the relevant agencies when investigating any allegations of abuse. The Headmaster will inform the Chairman if the safeguarding governor cannot be contacted.

Should a child allege abuse, the school may contact relevant agencies without advising the parents first. If no abuse is reported, but is suspected, then the Headmaster (SDP) must obtain the parents' permission before contacting the authorities formally. Advice from Social Services is always available.

The school will always assist and support Social Services in their tasks following a referral. Staff are expected to attend and participate in all case conferences and meetings.

Child Protection records: These will be filed securely and separately from main pupil files. Child Protection records will be retained until the pupil whose information is contained in the file reaches the age of 25 in accordance with guidance issued by the Information and Records Management Society.

External agencies: Any person can make a referral to the Children's Social Care Team or to the police. Whether or not the School decides to refer a particular allegation to the Children's Social Care Team or the police, the person making the allegation will be informed of their right to make their own referral to the Children's Social Care Team or the Police Public Protection Investigation Unit (PPIU) and will be provided with contact names, addresses and telephone numbers, as appropriate.

Allegations made against a member of Staff, Volunteer, a Designated Person or the Headmaster

Please see the attached policy-3b for the procedures to be followed should there be an allegation of abuse against an adult in the school.

Important Notice: If there are grounds to believe that the accused may be unsuitable to work with children then the Headmaster will inform the DFE and the Independent Safeguarding Authority within one month of the disclosure or of the person leaving the school. Please see the requirements for EYFS Setting and After Care Group – below; also the update on Page 8 The address for referrals is PO Box 181, Darlington DL1 9FA (telephone 01325 953 795).

No investigation takes place without the LADO

5. DBS Checks

All adults employed in the school are required to be vetted to enhanced level through the Disclosure and Barring Service – this applies to teaching staff, Governors, ancillary staff, cleaners and kitchen staff and to volunteers and any supply staff, games coaches and peripatetic staff.

6. Physical Restraint

If, in the course of their duty, it becomes necessary to use physical restraint, the Headmaster requires that this is reported to him immediately and a written record is also submitted to him. See

the school's policy and guidance on Physical Restraint of children detailed in the Management of Behaviour Policy - 2c and in the Discipline and Sanctions Policy - 2b

7. Staff Training

The Designated Persons will receive training every two years.

The school has signed with EduCare for Education. This annual training comprises of 17 online safeguarding, duty of care and education law and guidance programmes. This IAPS and OFSTED approved provider, provides every member of staff with essential training in all the key areas Ofsted and the law require.

New staff and part-time staff will receive specific induction on the school's safeguarding policy before commencing their employment.

Supply staff, and volunteers will receive verbal advice on the school's safeguarding policy before they commence their roles in the school.

All staff will have ready access to the school's Safeguarding Policy through the Staff Handbook and the School Website.

Staff will read and understand KCSIE including Annex A (September 2016) and signatures will be collected to confirm they have read this.

All staff, including temporary staff, and volunteers will be provided with induction training that includes:

1. The school's Safeguarding Policy;
2. The staff code of conduct as outlined in the Staff Handbook;
3. The identity of the Designated Safeguarding Lead;
4. A copy of Part One of KCSIE including Annex A (September 2016).

Ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people in accordance with guidance given in "Keeping Children Safe in Education (September 2016) (KCSIE) ", and "Working Together to Safeguard Children (March 2015), including reporting to the Disclosure and Barring Service (DBS) any person who has left the school and is unsuitable to work with children.

Ensure that all staff and volunteers undergo safeguarding training, including reading and understanding the Safeguarding Policy, KCSIE Part One and Annex A (September 2016), and the staff code of conduct, as part of their induction.

Ensure that all staff and volunteers undergo safeguarding training on a schedule to be determined in consultation with the Local Safeguarding Children Board (LSCB) to protect each pupil from any form of abuse, whether from an adult or another pupil.

Prevent training – include training all staff concerning the risks of radicalisation and how to identify children and young people at risk.

8. Protocol for Visiting Speakers / Volunteers / 1:1 tuition

By following these procedures, all staff at Pownall Hall School ensure the children are always protected and kept safe. STAFF NEED TO COMPLETE **Pownall Hall School Protocol for Visiting Speakers / Volunteers / 1:1 tuition** CHECKLIST (found at the bottom of this policy) BEFORE A VISITOR COMES TO SCHOOL.

Visiting speakers – Before a speaker attends the school staff must:

- Carry out an internet search of the person / group
- Seek recommendations/references from other organisations

- Find out where else they have spoken

When on site the speaker needs to be supervised at all times.

Volunteers - Before a volunteer starts at the school, the school will assess whether the individual will be in regulated activity. When volunteers are supervised, they do not fall within the definition of regulated activity and so barred list checks would not be required.

In this case the school will:

Ensure the volunteer is supervised at all times
 Obtain references and recommendations for the volunteer
 Carry out an informal interview with the person
 Checking with the school community for any concerns

An unsupervised volunteer, whose presence is frequent and regular, is in regulated activity, and the school should obtain an enhanced DBS certificate with barred list information. Volunteers doing personal care is deemed a regulated activity, thus requiring an enhanced DBS certificate with barred list information.

Individuals working at the school but employed by third- parties (for example, psychologists, nurses, dentists, and other public sector staff) should have been checked by their employing organisation. Pownall Hall School does not need to see their disclosure as appropriate checks should have been carried out, and should be confirmed in writing to the school by the organisation. Pownall Hall School will however check identity when an individual arrives to ensure imposters do not gain access to children.

1:1 Tuition - At Pownall Hall School we ensure all pupils remain safe while having 1:1 Tuition by:

Making sure the tutor has an enhanced DBS certificate with barred list information
 Obtain references and recommendations for the tutor
 Carry out an informal interview with the person
 Checking with the school community for any concerns
 Tutor to sign in and out of school and use the rooms provided
 Tutor to pick up the pupil from class and tell the class teacher where the lesson will be carried out.

9. Use of mobile phones and cameras

The guidance below is for the whole school including EYFS. For more guidance on using cameras and mobiles within the EYFS setting, look at the Pownall Hall School Learning Journey Policy below.

Dedicated setting mobile phone:

To protect the children we will ensure that the mobile phone is:

- Is stored securely when not in use.
- All staff are vigilant and alert to any potential misuse.
- Only used by allocated people who have a clear understanding of what constitutes misuse and know how to minimise risk.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- Does not detract from the quality of supervision and care of children

Personal mobiles and electronic devices:

- Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used in the setting.

- If staff have personal phones or devices these are stored securely (say where) and will be switched off or on silent whilst staff are on duty.

Mobiles belonging to visitors:

- We request that mobiles belonging to visitors are switched off and secured securely in the locker provided next to the signing in book.

Mobiles belonging to older children:

- Older children will be allowed to bring in mobile devices from home if given permission from a parent or teacher. These must be stored securely and switched off or on silent whilst in the setting, unless otherwise directed by a member of staff.

For cameras photography and images please see F3e Taking, Storing and Using Images of Children Policy

For use of personal mobiles and electronic devices during residential trip and visits see F4a Educational Visits Policy

10. EYFS

The named person responsible for safeguarding in the EYFS is the EYFS Co-ordinator, Mrs. Beryl Spence.

The whole school policy applies to the EYFS, after school care and holiday clubs held on our premises with the following additions:

We recognise our responsibility to:

- Safeguard children and promote their welfare;
- Promote good health;
- Manage children's behaviour;
- Ensure the suitability of adults who have contact with children;
- Ensure that adults looking after children have appropriate qualifications, skills and knowledge;
- Ensure staffing arrangements keep children safe;
- Ensure that organisational arrangements enable all children to have a positive learning and development experience;
- Ensure facilities are safe and suitable; and
- Maintain records, policies and procedures.
- Only use registered cameras to record evidence for children's learning journal. Personal phones to be locked in the staffroom.

An annual EYFS Safeguarding Audit is carried out by the EYFS Co-ordinator, who communicates the outcome of the audit to the school's Safeguarding Committee

Staff are not allowed to use their own mobile devices, including digital cameras and camera-phones, during school sessions; personal mobile devices must be left in the staffroom during school sessions. Only approved school devices may be used, under supervision, during school sessions.

See Pownall Hall School Learning Journey Policy below.

This policy will be monitored by the school's Sub-Committee for Safeguarding, updated as necessary and reviewed annually.

This updated policy presented to Governors for their approval – March 2018

Approved:

Mrs. Eileen MacAulay, Chair of Governors

Date: March 2018

Review date: March 2019

A copy of this Policy is available to Parents on request and is on the school's website.

Updates are in accordance with the ISI regulatory standards 0916 and the Cheshire East Model Safeguarding Policy for Early Years Settings.

References:

- A. School policies – detailed above
- B. ISI Handbook Regulatory Requirements (0917) www.isi.net
- C. The Statutory Framework for the Early Years Foundation Stage 2012 www.education.gov.uk
- D. "Keeping Children Safe in Education" (DfE guidance September 2015)
- E. "Working Together to Safeguard Children", (DfE guidance 2015)
- F. "Every Child Matters: Change for Children in Schools" DfE guidance 2005
www.education.gov.uk
- G. "What is child abuse?" NSPCC Information document www.nspcc.org.uk
- H. "New Vetting and Barring Scheme: Confirmation of ISA decision-making from 20 January 2009 and address for referrals," "An employer's duty to refer information": ISA fact sheets
www.isa.gov.org.uk
- I. "Information Sharing: Guidance for practitioners and managers" DfE guidance, October 2008
www.education.gov.uk
- J. Cheshire East Model Safeguarding Policy for Early Years Settings (Oct 2011)
- K. HM Government: Revised Prevent Duty Guidance for England and Wales (July 2015) paragraph 57-76
- L. Working Together to Safeguard Children (March 2015)
- M. KCSIE May 2016: Guidance to start in September 2016
- N. KCSIE September 2016
- O. Sexual Violence and Sexual Harassment between children in Schools and Colleges (December 2017 DfE Publication update.)

The school notes that:

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage an agency supply teacher; termination trainee/student placements; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Failure to make a report constitutes an offence and the school may be removed from the DfE register of Independent Schools. Compromise agreements cannot apply in this connection.

It is an offence to knowingly employ, or take on as a volunteer, in an ISA regulated activity someone who is barred from such activity. It is also an offence not to refer to the ISA details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

From 1st November 2010, it is a criminal offence, with severe penalties – to work in an ISA regulated activity role without being ISA registered and – not to check that potential new employees or volunteers are ISA registered.

Proprietors of independent schools have a new legal duty to respond to requests from the ISA for information they already hold, but will not have to find it from other sources. The ISA will decide on – any new referrals on or after 20th January 2009; - any existing referrals at 20th January 2009 in cases where barring is not automatic, and the Secretary of State had not yet written to the person inviting representations against being included in the barring list.

The ISA will not provisionally bar a person while considering a referral. Therefore it is critical for employers to take up references and look into career history, to ensure that it is known why a job applicant left previous employment.

Where the proprietor of an independent school checks against List 99 or the Protection of Children Act, this will cover people barred by the ISA from 20th January 2009 onwards, as well as those barred by the Secretary of State.

Pownall Hall School will ensure that the dismissal or departure of a member of staff under suspicion of not being suitable to work with children is reported to the appropriate agencies.

The School's Associated Policies and Government documentation which are available on request:

- 3a (ii) Safer Recruitment
- 2a Anti-Bullying
- 2b Discipline and Sanctions
- 2c Management of Behaviour and Discipline
- 3b Guidance on Allegations of Abuse against an Adult in the School
- 3c Interaction with Pupils – Model Code of Conduct for Staff
- 3d Induction of New Staff in Safeguarding
- 3e Taking, Storing and Using Images of Children in School

Pownall Hall School Protocol for Visiting Speakers / Volunteers / 1:1 tuition

Staff will fill in this sheet to demonstrate we have followed school policy with regard to speakers/volunteers/1:1 Tuition

Name:	
Organisation:	

Date:

By following these procedures, all staff at Pownall Hall School ensure the children are always protected and kept safe.

Personal mobiles and electronic devices have been switched off or turned to silent and securely locked away in the lockers provided	Y/N
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Visiting speakers

Before a speaker attends the school staff must:

Carry out an internet search of the person / group	
Seek recommendations/references from other organisations	
Find out where else they have spoken	

When on site the speaker needs to be supervised at all times.	
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Volunteers

Before a volunteer starts at the school, the school will assess whether the individual will be in regulated activity. When volunteers are supervised, they do not fall within the definition of regulated activity and so barred list checks would not be required.

In this case the school will:

Ensure the volunteer is supervised at all times	
Obtain references and recommendations for the volunteer	
Carry out an informal interview with the person	

Checking with the school community for any concerns	
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An unsupervised volunteer

whose presence is frequent and regular, is in regulated activity, and the school should obtain an enhanced DBS certificate with barred list information. Volunteers doing personal care is deemed a regulated activity, thus requiring an enhanced DBS certificate with barred list information.

Checked enhanced DBS certificate with barred list information	
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Individuals working at the school but employed by third- parties (for example, psychologists, nurses, dentists, and other public sector staff) should have been checked by their employing organisation. Pownall Hall School does not need to see their disclosure as appropriate checks should have been carried out, and should be confirmed in writing to the school by the organisation. Pownall Hall School will however check identity when an individual arrives to ensure imposters do not gain access to children.

Check identity with employer if necessary	
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1:1 Tuition

At Pownall Hall School we ensure all pupils remain safe while having 1:1 Tuition by:

Making sure the tutor has an enhanced DBS certificate with barred list information	
Obtain references and recommendations for the tutor	
Carry out an informal interview with the person	
Checking with the school community for any concerns	
Tutor to sign in and out of school and use the rooms provided	
Tutor to pick up the pupil from class and tell the class teacher where the lesson will be carried out	

Print name:	
Sign:	

Pownall Hall School Learning Journey Policy

Aims

Pownall Hall School ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's developmental progress through the different age bands of the EYFS.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development

Procedures

- Each child will have a Key Person allocated to them who will be responsible for the compilation of that child's Learning Journey.
- Pownall Hall School uses an online Learning Journey system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by a senior member of staff before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's Learning Journey will usually be uploaded within two weeks of the observation being made.
- We will try wherever possible to allocate "Tapestry time" per week to each member of staff to enable them to upload observations.
- Tapestry is not used as a general communication tool between Nursery and home. A child's learning journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents may contact us through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.
- All staff have DBS clearance.

- All staff have attended Safeguarding Training.
- Passwords are not to be saved to any device.
- Children will only use a school registered device to record images for the learning journal