

# **ATTAIN ACADEMY PARTNERSHIP**



## **Safeguarding Policy**

**For**

**Bocking Primary School**



**April 2022**

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## **1. Introduction**

- 1.1 When the government published “Every Child Matters” it raised 5 key issues that were deemed essential in the complete development of each and every child, in that we have a duty to ensure that each child:

- Stays safe
- Is healthy
- Is able to enjoy and achieve
- Is able to achieve economic well-being
- Makes a positive contribution

The principles of ‘Every Child Matters’ are still relevant today however the term ‘Every Child Matters’ has been replaced by ‘Helping Children Achieve More’.

- 1.2 There was a clearly stated need that, while each area of society has an important part to play in child development, academies must embrace the document both individually and collaboratively. The government has published a policy “Keeping Children Safe in Education” (DfE, 2021) and this academy has used this in formulating its own safeguarding statement.
- 1.3 The academy works in accordance with the SET Procedures (ESCB) and follows government guidance and legislation.

## **2. Bocking Primary School Safeguarding Children Statement**

- 2.1 At Bocking Primary School the health and safety of all children is of paramount importance. Parents send their children to the academy each day with the expectation that it provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality.
- 2.2 This policy has been developed to ensure that all adults at the academy are working together to safeguard and promote the welfare of children and young people. The policy describes the wide range of measures that have been put in place to create and maintain a safe learning environment for all our children, young people and staff.

## **3. The Health and Safety Policy**

The academy has a Health, Safety and Welfare Policy, which is monitored regularly by the board of trustees and local governors to ensure compliance with statutory requirements. The policy reflects the considerations the academy gives to the protection of our staff and pupils within the academy environment and when away from the academy on school trips and visits. The head of school, the health & safety coordinator, the site manager and the local governors oversee the policy. Any concerns from staff are reported to any of the above who carries out an initial examination, assessing what remedial action needs to take place. The academy has a Critical Incidents Plan that details what staff, visitors and parents should do in the case of emergencies. Emergency evacuation procedures for the academy are practised termly.

**(Relevant Policy: Health, Safety & Welfare Policy, Premises Policy)**

#### 4. **First Aid**

In the academy there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid stations situated around academy. When a child is poorly, or has suffered an accident in the academy or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- If there is any doubt at all a parent is contacted.

The academy policy is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the head of school. For the majority of medicines, however, a dose before and after attending the academy for the day is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the head of school or assistant headteacher. In almost all situations the parents will be asked to come into the academy immediately so that they are part of the decision-making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent.

**(Relevant Policies:** First Aid Policy, Administration of Medicines and Management of Children's Illnesses Policy, Children with Medical Needs who cannot attend School Policy, Intimate Care Policy)

#### 5. **Site security**

The academy provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding.

Therefore:

- Gates should be locked during the academy day (including playtimes and lunchtimes).
- All exit doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office. They should be given a visitors badge on entry. Unidentified visitors will be challenged by staff or reported to the head of school or academy office
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave the academy alone during academy hours, and, if collected by an adult, they should be signed out at the office.
- Should a child leave the academy premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances. Staff may continue to monitor the whereabouts and safety, where reasonably possible, from a safe distance,
- Staff and visitors are expected to wear their identity or visitor badges at all times whilst they are on site.

**(Relevant Policies:** Security Policy, Premises Policy, Lost Child and Missing Child Procedure, Visitors Management Policy, Managing Violence in Schools)

## **6. Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification the academy has a policy of phoning home to ascertain each child's whereabouts (First Day Calling). The academy works closely with the local authority whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the local authority, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the academy is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

**(Relevant Policies:** Attendance Policy, Children with Health Needs who cannot attend School Policy, Lost Child & Missing Child Policy)

## **7. Appointments of staff and induction of newly appointed staff and work placements**

All staff that are appointed to work in the academy have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the head of school and the governing body.

The head of school, assistant headteacher, Finance and HR Officer, chief executive officer (CEO) and chief financial officer (CFO) have undertaken training on Safer Recruitment; at least one of these sits on each appointment panel.

New staff are inducted into safeguarding practices. This will include the Safeguarding and Child Protection Policies, Staff Code of Conduct Policy, Staff Acceptable Use Policy, Behaviour Policy and Procedures for Managing Children who are Lost or Missing Education. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at the academy but especially the children.

**(Relevant policies:** See Recruitment Policy and Induction Policy)

## **8. Adult Volunteers**

For a brief activity, such as an academy visit, which does not involve the supervision or close contact of children the volunteers must complete a Self-Disclosure Form. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the academy building a full DBS search will be conducted. The office performs this.

Volunteers who do not yet have clearance will under no circumstance be left alone with a child or group of children.

All volunteers are provided with information on the academy's safeguarding procedures to ensure they are aware of and follow our procedures.

**(Relevant policies:** Induction Policy, Child Protection Policy, Volunteers Policy)

## **9. Visitors**

It is assumed that visitors with a professional role i.e., the school nurse or members of the police, already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance.

Building contractors who are engaged by or on behalf of the academy to undertake work on the site will be made aware of this policy and the reasons for this. Contractors who work regularly in the academy during term time will be asked to provide their consent for a DBS check to be undertaken.

All visitors are provided with information on the academy's safeguarding procedures to ensure they are aware of and follow our procedures.

**(Relevant policies:** Visitor Management Policy)

## **10. Child Protection Policy**

The academy is committed to safeguarding and promoting the welfare of children and young people, including their mental health and emotional wellbeing. The academy expects all staff and volunteers to share this commitment.

The designated adults for child protection are the head of school, assistant headteacher, assistant SENDCo and admin / safeguarding officer. The designated governor is Mrs Mallows. It is the board of trustees' and local governing body's duty to ensure the Child Protection Policy is reviewed annually and any deficiencies within the policy addressed immediately.

All local governors and staff have had appropriate child protection training, which is updated at least every three years (every 2 years for Designated Safeguarding Leads). In addition all staff receive safeguarding and child protection updates, as required and at least annually, to equip them with the skills necessary to safeguard the children effectively. All staff are aware of the factors which may impact on a child's welfare and safety and potential warning signs. Staff recognise the importance of acting on any concerns about a child.

All allegations of abuse by a teacher will be dealt with following the Procedure for Dealing with Allegations against Adults Policy. For any complaints about the head of school or member of the central team, the CEO should be contacted directly or in their absence the chair of governors. Where the concern involves the CEO, it should be reported direct to the chair of trustees.

**(Relevant Policies:** Child Protection Policy, Physical Intervention Policy, Procedure for Dealing with Allegations against Adults Policy, Complaints Policy and Whistleblowing Policy)

## **11. The Design of the Curriculum**

The curriculum will be used to build resilience, help pupils to keep themselves safe and to know how to ask for help if their safety is threatened. The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in

subjects such as Personal, Social, Health and Economic Education (PSHEE) discusses relevant issues with the children. Topics include such themes as bullying/cyberbullying, drugs, sex and relationships, road safety and stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within subjects are discussed, and safe practices taught, such as using equipment properly in PE and Design and Technology, online safety in Computing. At all times there has to be appropriate staffing levels and when, the curriculum is taken out of the academy, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the head of school. Visiting speakers, with correct clearance are always welcome into the academy so that they can give specialist knowledge to the children.

**(Relevant Policies:** Curriculum Policy and subject policies such as RSE, PSHEE (Wellbeing), Computing and PE Policies)

## **12. Online Safety**

The academy will provide a safe environment for online learning. Children are regularly taught about how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. Children should be encouraged to use the internet as much as is possible, but at all times in a safe way.

Parents are asked if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen.

If teachers know of misuse, either by a teacher or child, the issue should be reported to the head of school or e-Safety Coordinator without delay. As the Designated Safeguarding Lead, the head of school has overall responsibility for online safety.

**(Relevant Policies:** Online Safety Policy, Pupil Acceptable Use Policy, Staff Acceptable Use Policy)

## **13. Behaviour**

Good behaviour is essential in any community and at Bocking Primary School we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. There are numerous rewards available to children:

- 'Tops Time' and 'Tops Time Celebration'
- Showing another teacher good work
- Certificates
- Head of schools award certificates
- Special privileges

But the sanctions range from:

- A reminder, warning, last chance then 'Time Out'
- Referral to senior teacher
- Loss of playtime and/or lunchtime play
- A letter home

- Internal exclusion
- Exclusion

Staff are discouraged from handling children, but when they deem it is safest to do so, members of staff trained in Positive Handling will attend so that they do not harm either themselves or others.

**(Relevant Policies:** Behaviour and Discipline policy, Physical Intervention Policy, Managing Violence in Schools)

#### 14. **Restrictive Physical Intervention**

The academy follows DfEs guidelines which asserts that restrictive physical intervention may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

All teachers, LSAs and MDAs have received training on behaviour management and de-escalation techniques. Key members of staff within the academy have also received training in the use of positive handling and/or restrictive physical intervention (such as 'Step-Up').

Behaviour management at the academy aims is to de-escalate a situation before a crisis occurs and, where a crisis occurs, to adopt techniques to reduce the risk of harm. Restricted physical intervention is only used where an individual displays dangerous behaviour, either to themselves or others.

All allegations of abuse by or complaints of a teacher will be dealt with following the Local Safeguarding Board procedures. For any complaints about the head of school or member of the central team, the CEO should be contacted directly or in their absence the chair of governors. Where the complaint is against the CEO, the chair of trustees should be contacted.

**(Relevant Policies:** Child Protection Policy, Physical Intervention Policy, Behaviour and Discipline Policy, Complaints Policy, Procedure for dealing with allegations against adults policy)

#### 15. **Peer-on-Peer Abuse**

Peer abuse is defined as behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. This form of abuse can be motivated by perceived differences, e.g. race, religion, gender, disability or other differences, and can result in significant, long lasting and traumatic isolation intimidation or violence to the victim.

Staff recognise that children are capable of abusing their peers and are aware of the safeguarding issues from peer abuse.

There are many forms of peer-to-peer abuse and, although not exhaustive, can involve:

- **Bullying:** This may include actions such as making threats, spreading rumours, attacking physically/verbally or for a particular reason (i.e. size, hair colour, gender etc.) and excluding someone from a group on purpose. In order to be considered bullying, the behaviour must be aggressive and include an imbalance of power and repetition.



- **Online bullying (Cyberbullying):** This is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone of the same reasons above. It can take many forms, such as abusive/threatening texts, emails or messages, posting abusive comments on social media sites, sharing humiliating videos or photos of someone else, stealing someone's online identity, spreading rumours online, trolling (i.e. sending someone menacing or upsetting messages through social networks, chatrooms or games), developing hate sites about another person, prank calls or messages, group bullying or exclusion online, anonymous messaging, encouraging a young person to self-harm, pressuring children to send sexual messages or engaging in sexual conversations.
- **Physical abuse:** This may include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- **Sexual violence and sexual harassment:** This may include inappropriate sexual language, inappropriate role play, sexual touching or sexual assault/abuse. This form of abuse must always be referred to the Designated Safeguarding lead.
- **Sexting** (also known as youth produced sexual imagery): This includes the sending of indecent images, videos and/or written messages with sexually explicit content and upskirting. Incidents of sexting must be referred immediately to the Designated Safeguarding Lead.
- **Initiation/hazing type violence and rituals:** This is a form of initiation ceremony to induct newcomers into a group and may involve humiliation, embarrassment, abuse and harassment.
- **Prejudiced behaviour:** this includes a range of hurtful behaviour, physical or emotional or both which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. (See Section 16 below).

Peer-on-peer abuse is not tolerated within the academy, nor is it considered as 'banter or 'part of growing up'. Although incidents of peer-on-peer abuse are rare, the academy will always act swiftly with a process of investigation, communication and action. Staff consider each case and each individual in their own right before taking action. The Designated Safeguarding Lead is informed immediately in all cases where a child is considered to be at risk of significant harm.

Peer-on-peer abuse can occur within any academy, even those with the most robust policies and procedures. This academy has an open environment where children are made to feel safe and encouraged to share information about anything that is upsetting or worrying them. There is a strong and positive PSHEE (Wellbeing) curriculum that tackles issues as such as prejudiced behaviour and children are given an open forum to talk things through and develop 'rules of acceptable behaviour' rather than seek one on one opportunities to be harmful to one another.

The academy's positive ethos supports inclusivity and is one where all children understand the boundaries of behaviour before it becomes abusive.

(**Relevant Policy:** Child Protection Policy, Harmful Sexual Behaviour Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Equality Policy)

## **16. Child Sexual Exploitation**

Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as gifts, money, food, attention, somewhere to stay etc.

CSE does not always involve physical contact, it can occur through the use of technology without a child's immediate recognition and can be perpetrated by individuals or groups, males or females, and children or adults. Victims are often groomed through social networking sites and mobile phones with internet access. All children and young people are at risk of online sexual exploitation. The academy ensures that its online safety procedures are robust, and pupils are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- how to report any concerns about themselves or others to staff in academy staff.

The designated champions for CSE is the head of school. The academy has robust safeguarding procedures and all staff are aware that CSE is a child protection issue. If the academy has any concerns that a child may be at risk or victims of CSE then it will be dealt with under the academy's child protection policy and in line with ESCB guidelines and SET procedures.

(**Relevant Policy:** Child Protection Policy)

## **17. Harmful Sexual Behaviour**

Harmful sexual behaviour by children and young people includes a range of behaviours in a variety of situations and can be defined as: – "Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult" (Hackett 2014).

Harmful sexual behaviour sits within the wider context of child sexual exploitation and peer-on peer-sexual abuse. Each of these describes a wide range of behaviours and experiences, which are not easily defined or differentiated.

Children and young people who display harmful sexual behaviour should be identified at the earliest opportunity and their behaviour addressed in order to both meet their needs and to protect other children.

It is important to remember that children and young people who display harmful sexual behaviours may themselves have considerable unmet needs. For some the manifestation of harmful sexual behaviours may be as a direct result of suffering abuse themselves.

Harmful sexual behaviour can occur within any academy. The academy will always act swiftly to any allegation of harmful sexual behaviour with a process

of investigation, communication and action. Staff consider each case and each individual in their own right before taking action. The Designated Safeguarding Lead is informed immediately in all cases where a child is considered to be at risk of significant harm.

**(Relevant Policy:** Child Protection Policy, Harmful Sexual Behaviour Policy, Anti-Bullying Policy, Online Safety Policy)

## **18. Female Genital Mutilation (FGM)**

FGM is a procedure carried out on young girls between the ages of infancy and 15 years of age. It is classified as a form of Child Abuse in the UK and the procedure classified as a serious child protection issue. The academy has robust safeguarding procedures and will deal with FGM under the academy's child protection policy.

**(Relevant Policy:** Child Protection Policy, Female Genital Mutilation Policy)

## **19. Equality**

Characteristics such as age, disability, race, religion, maternity, gender, sexual orientation are protected under the Equality Act 2010. The academy aims to ensure that all children are able to take part as fully as possible in every part of academy life and to prepare them for life in a diverse society. The academy will work hard to promote equality and harmony by preventing and challenging prejudice-related incidents, such as racism, homophobia, and by helping the children to respect and appreciate diversity.

Equality is tackled across the curriculum, notably within the RE and PSHEE (Wellbeing) curricula. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors will also work with the children.

Children with disabilities or chronic illnesses must be able to take a full and active part in lessons and every measure will be taken to ensure this.

If anyone ever feels unjustly treated then the academy welcomes and values a response. All prejudice-related incidents reported to the local authority and governing body on a termly basis.

**(Relevant Policies:** Equality Policy, Policy on Equal Opportunities, SEND Policy, Administration of Medicines and Management of Children's Illness Policy, Children with Health Needs who cannot attend School)

## **20. Extremism and Radicalisation**

The academy recognises that safeguarding against extremism and radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The academy has a Preventing Extremism and Radicalisation Policy which sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. This policy links into policies on child protection, equality and anti-bullying.

**(Relevant Policy:** Child Protection Policy, Equality Policy, Equal Opportunities Policies, Anti-Bullying Policy)

## **21. Photography**

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows authorised adults to photograph and film providing they follow certain guidelines:

- Parents consent to the academy taking and using photographs/videos by signing a permission slip. Academy photographs that are for use outside of academy are anonymous unless specific permission has been received from parents.
- Parents may only take photographic or video images of pupils in academy-organised activities with the prior consent of the academy and then only in designated areas. Where consent is given, parents are requested not to publish the photographs or video images on social media.

**(Relevant Policy:** Photography Policy, Data Protection Policy)

## **22. Children Missing from Education (CME)**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability aptitude and any special educational needs they may have. The academy recognises that a child missing from education can be a potential indicator of abuse or neglect and will follow the procedure for unauthorised absences and for children missing education. All children identified as missing from education will be reported to the local authority in line with their [Children Missing Education Policy and Procedures](#).

**(Relevant Policy:** Attendance Policy, Child Protection Policy and Lost Child & Missing Child Procedure Policy)

## **23. Mental Health & Wellbeing**

The academy is committed to providing a safe and secure environment for the children and promoting a climate where children feel confident in sharing any concerns they may have. The academy has trained members of staff and systems in place (keyworkers) to assist with pupil welfare and provide support where required.

Parents are welcome to discuss any concerns relating to their own child or any other child with the head of school or assistant SENDCo.

Staff are aware that signs such as change behaviour, anxiety & depression, suicidal thoughts and feelings, eating disorders and self-harm may suggest mental or emotional concerns.

**(Relevant Policy:** Child Protection Policy, Self-Harm Policy)

## **24. Whistleblowing**

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, academy grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be

prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. Further information is available in the Whistleblowing Policy and the Procedures for Dealing with Allegations Against Adults Policy.

(**Relevant Policy:** Whistleblowing Policy, Complaints Policy, Procedures for Dealing with Allegations Against Adults Policy)

## **25. Monitoring and Review**

The effectiveness of the academy's Safeguarding Policy and procedures are monitored by the CEO, head of school and local governing body.

## **26. Document Version Control**

<b>Version</b>	<b>Date Issued</b>	<b>Author</b>	<b>Update Information</b>
2022-1	April 2022	K Ellwood	Original Issue. Based on the Attain template 2022-1