



# Melcombe Primary School Safeguarding, Safer Recruitment and Child Protection Policy

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Date adopted: 4<sup>th</sup> December 2019

Signed: 

Date: 4<sup>th</sup> December 2019

Dennis Charman  
Chair of the Governing Board

Date for Review: 1<sup>st</sup> September 2020

## Vision and Aims

*“At Melcombe we nurture ambition and develop lifelong learners who have the confidence and skills to be happy and successful in an ever-changing world. Our children learn to understand and respect themselves, each other and the wider community.”*

At Melcombe we:

- Provide a safe and supportive environment in which children can learn  
Recognise and celebrate our diversity
- Provide a place where all children, staff and the wider community feel welcome, respected and valued
- Promote opportunities for all children and celebrate their achievement
- Enjoy challenge and value resilience
- Encourage self-expression, creativity and risk taking
- Are inclusive and do all we can to overcome barriers to learning
- Have happy children who enjoy coming to school

## SAFEGUARDING AND CHILD PROTECTION

### 1. Introduction and Rationale For Policy

In line with the Government's vision for all services for children and young people, the governors and all school staff at Melcombe recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

### 2. Aims of Policy

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;  
To make appropriate links and reference to policies in related areas such as discipline and bullying.

This document should be read in conjunction with the following document, 'Keeping Children Safe in Education - September 2019':

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

**All staff and governors must read Part One of 'Keeping Children Safe in Education - September 2019', as well as Annexe A (pages 78-91).**

#### LEGISLATIVE FRAMEWORK

Department for Education Statutory Guidance "Keeping Children Safe in Education" 2019  
Children's Act 1989 and 2004

Working Together to Safeguard Children 2013

London Child Protection Procedures 2013

United Nations Convention on the Rights of the Child

### **3. Guiding Principles for Intervention to Protect Children**

The governors will ensure that the principles identified below, many of which derive from the Children's Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the family's cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the senior staff identified for safeguarding in school;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training.
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

### **4. Responsibilities of Head/Designated Safeguarding Professional**

The Senior Staff for Safeguarding and Child Protection are: (HT) Wayne Leeming, (Senco) Amira Hegazey and Carol Campbell (Deputy Head Teacher). The Senco is the first point of contact but the HT is always informed of all disclosures. If both HT and Senco are unavailable, then Carol Campbell will be the point of contact.

Governors will ensure that the school has identified a Designated Safeguarding Professional for child protection and that the Head/Designated Safeguarding Professional undertakes the following responsibilities:

- To ensure all staff are familiar with school and Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year
- To be responsible for coordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are the subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB).
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child Protection.
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, support staff, learning mentor.

- To maintain accurate and secure child protection records and send on to new schools (where relevant).

## **5. Responsibilities of School Staff**

- a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Safeguarding Professional and other senior staff members.
- b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- c) All school staff are expected to:
  - Be able to identify signs and symptoms of abuse.
  - Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Professional or other senior staff members as appropriate.
  - Be aware of the relevant local procedures and guidelines.
  - Monitor and report as required on the welfare, attendance and progress of all pupils.
  - Keep clear, dated, factual and confidential records of child protection concerns.
  - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgmental and keep records).

## **6. Appointment of Staff – Safer Recruitment**

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department for Education Statutory Guidance 'Keeping Children Safe in Education 2018 and observe the following safeguards:

- Any advert and documentation that is sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- At interview, all candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check
- In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- Where we allow an individual to start work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check has been completed.
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.

## **Childcare Disqualification**

- For staff who work in childcare provision or who are directly concerned with the management of such provision, we ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations. Further information on the staff to whom these Regulations apply, the checks that should be carried out, and the recording of those checks can be found in Disqualification under the Childcare Act 2006 statutory guidance.

## **Pre-appointment checks**

### **All new appointments**

- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.
- When appointing new staff we:
  - verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
  - obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
  - obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
  - verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant will be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
  - verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
  - if the person has lived or worked outside the UK, make any further checks we consider appropriate.
  - verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

For full and further information on Safer Recruitment please see pages 30-52 of the following document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

## **7. Allegations against staff**

- a) Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b) The Governing Body further recognise that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff as laid out in the document [Dealing with allegations of abuse against teachers and other staff: Statutory guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools](#) (DfE, Oct 20).

## **8. Staff Contact with Pupils**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **9. Staff Training and Support**

- a) Governors recognise the importance of child protection training for Designated Safeguarding Professionals and for all other school staff who have contact with children. The designated Governor for Safeguarding and Child Protection will have specific training in their role, available from the Local Authority.
- b) Governors expect the Head/Designated Safeguarding Professional to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- c) The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Professional.
- d) The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

## **10. Curriculum**

The governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

## **11. Children with Special Educational Needs**

Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Professional will work with the Inclusion Manager to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

## **12. Confidentiality**

Governors accept that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

### **13. Record Keeping and Reports**

- a) Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- b) Governors further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

### **14. Monitoring Pupils on the Child Protection Register**

Governors expect the Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

### **15. Communicating Policy to Parents and Pupils**

- a) The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- b) Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines. A leaflet, facilitating this communication and produced by the Local Authority, is available.

### **16. Monitoring and Evaluating Effectiveness of School's Policy**

The governors require the Head to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

### **17. Child Protection in Relation to Other Policies**

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying and use of restraint and equality policies.

The governors and staff appreciate the depth and range of procedures which fall under the broad 'umbrella' of safeguarding and therefore expect all members of the governing body and staff at Melcombe to apply their professionalism to ensuring that they apply the principles of safeguarding in all their actions in connection with the school and stakeholders.