

# SAFEGUARDING ARRANGEMENTS



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## THE SIGNS OF SUCCESSFUL SAFEGUARDING ARRANGEMENTS

When inspecting safeguarding, inspectors will need to use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children and learners. This list is intended to help inspectors arrive at those judgements.

In settings that have effective safeguarding arrangements, there will be evidence of the following:

### **Children and learners are protected and feel safe.**

**There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.**

- There is a strong safeguarding culture within Andrews' Endowed CE Primary School that is supported and adhered to by all staff.
- School staff have a good understanding of how to deal with safeguarding issues and who to turn to for support. This information is provided by the Child Protection Policy, Safeguarding Policy (which has a flow chart and information on the reverse), regular Safeguarding training during staff meetings & via the 'Safeguarding' board in the staffroom. The latter is also a signpost to other information and contact numbers with clear information, guidance and contacts
- All members of staff have whole school safeguarding awareness training, which is renewed on the first school day of the new academic year. The DSL and DDSLs are always up to date with their training, including refresher training every two years and they research safeguarding trends through Safeguarding newsletters. Our school office keeps a record of all dates and when training is due.
- The Headteacher and the Safeguarding governor meet at least termly to review the progress being made on the Safeguarding audit and to discuss procedures, risk assessments and H&S needs including fire drills, monitoring forms. Annually they also undertake together the safeguarding audit. This is shared with the Governing body and the LA are notified of the completion of this in September of each year.
- All staff and governors have read 'Keeping Children Safe in Education' Part 1 and there is a copy in each staff room. Staff are aware of how the School makes changes to ensure KCSIE is being followed.
- All staff have been trained understanding and dealing with sexual violence and sexual harassment between children in schools and colleges (Sept 2021).
- Clear guidance and expectations are made explicit to visitors which they are asked to read before signing in to the school.
- All staff and governors have undertaken Prevent training.
- Governors attend annual Safeguarding training, have safeguarding on each agenda, review and monitor safeguarding procedures. We also have a safeguarding governor lead and governors undertake individual safeguard training.

- Children have taken part in the NSPCC Assembly.

**Leaders and managers have put in place effective safeguarding and staff behaviour policies that are well understood by everyone in the setting.**

- Policies: Child Protection; Behaviour Policy; Restrictive Physical Intervention Policy; Health & Safety; First Aid, Attendance; Low Level Concerns Policy; Protected Disclosures ('Whistleblowing'); Anti Bullying; Relationships and Sex Education Policy; Toileting and Intimate Care; IT Security Policy; Safeguarding Policy and Code of Conduct for Staff.

**Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.**

- School staff have a good understanding of how to deal with safeguarding issues and who to turn to for support. This information is provided by the Child Protection Policy, 'CPOMs' our safeguarding flow chart and via the 'Safeguarding' board in the staffroom. The latter is also a signpost to other information and contact numbers.

**Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures.**

- Andrews' Endowed CE Primary School currently has one ELSA, Mrs Pearce and a Wellbeing Group leader, Mrs Harrow.
- Regular discussions in class has allowed children to identify a trusted adult with whom they can communicate any concerns.

**Written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.**

- All staff have access to CPOMS our on line secure system to record any concerns and to alert the schools DSLs.
- All child protection records are kept on CPOMs. Any historical paper files for children are kept in a locked filing cabinet in Head teacher's office.
- Each year, understanding of our vulnerable pupils are shared with all staff to ensure support is put in place.

**Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and**

**young people in a setting, the matter should be referred to the local authority in which the setting is located.**

- All concerns are immediately reported to one of the DSLs in school and then to the local authority through the completion of an Inter-Agency Referral form when appropriate. A record of Inter-agency referral forms are kept securely on children's individual CPOMs file. However, if the concern is serious or we have reason to believe that there is a significant issue, a phone call to the Professionals Line is made to seek further advice so that it can be handled immediately.

**A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child.**

- The 'Safeguarding' display board in the staffroom is a signpost to information and contact numbers
- All staff have access to CPOMs so that records can be made quickly.
- All concerns are immediately reported to the local authority through IARF. However, if the concern is very serious, a phone call is made to the Professionals Line.
- All staff complete online 'Prevent' training and copies of these certificates are filed in the main school reception office.

**There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.**

- Designated Safeguarding Leaders (DSL) work in conjunction with Children's Services to help write Child Protection plans and attendance at Child Protection Conferences assures that our school perspective is heard. The plans are put together by the broader Children's Services teams.

**Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the**

**‘Statutory framework for the Early Years Foundation Stage’ when children go missing while in the care of the provider.**

- When a child has an unexplained absence, the school office ring to find out why they are not at school.
- If a child is missing or is known to have left the school grounds the police are informed.
- If the child has a social worker they will also be contacted.
- Children ‘missing in education’: a child becomes defined as at risk of missing in education when the child has missed 40 consecutive sessions (20 days) but is still on roll at a school, the school has been unable to contact the family; and the reason for absence has not been established by the school. In all these circumstances the school should download the electronic *Child at risk missing in education* tracking form and ensure they record, in detail, all actions they have taken to try and locate the child. The tracking form is accessible from the admissions section of the Education intranet (EDDIE), at [education.hants.gov.uk](http://education.hants.gov.uk).
- Where families withdraw a child from school to be educated at home, a letter has to be written by the parent to inform the school, who in turn inform the Local Authority. Safeguarding for these children passes to the Local Authority.

**Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children’s social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.**

- Designated Safeguarding Leaders (DSL) work in conjunction with Children’s Services to support any vulnerable child and this information is shared appropriately with all staff who work directly with that child where it is judged that it is vital for those adults to know that there are plans in place to protect the child from harm.
- All staff have been trained understanding and dealing with sexual violence and sexual harassment between children in schools and colleges (Sept 2021).
- Staff have been trained in Prevent and understand that they must contact a DSL and inform the police.

**Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.**

- Subjects are discussed and taught in an age appropriate way during PSHE and when relevant when incidents occur. Our Anti-Bullying Policy outlines our school approach to dealing with bullying and racial incidents.
- Staff are aware of the importance of dealing with child on child abuse.
- Our PSHE is based on the foundations from the PSHE Association.
- Governors hold conferences with children and question children on keeping safe.

**Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.**

- Internet safety is co-ordinated by our Computing Leader and forms the start of every computing session. The children discuss their answers to Internet Safety questions.
- All staff have read and signed an agreement called 'ICT Acceptable Use Policy' which relates to the use of e-mail, the internet and mobile devices etc. Children also discuss the Rules for On Line Safety Agreement in the Primary School.
- On the first day of each academic year staff are reminded of safeguarding expectations and the school's Code of Conduct. Staff are reminded about the Code of Conduct every term.

**Leaders and staff make clear risk assessments and respond consistently to protect young babies, children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.**

- Risk Assessments produced by HCC are downloaded and school checks that we have recorded our own actions where applicable. If there are near misses, these are followed up with risk assessments. Health & Safety site inspections will identify potential hazards. Feedback from outside agencies (including Ofsted) and other stakeholders (including children/parents) are all considered when deciding on producing risk assessments.
- We have a cycle of review of our risk assessments as determined by Hampshire County Council recommendations.
- We also have a Risk Assessment Register.
- Risk assessments are reviewed by the Health and Safety governor with the Headteacher each term.

**Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.**

- See Behaviour Policy.
- See Anti-Bullying Policy.

**Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.**

- Our Behaviour Policy outlines our school approach to dealing with bullying, racial incidents and use of reasonable force.
- The school has developed very strong Values with the children, parents, staff and governors – Love, Courage and Respect. Each term one of these values in turn is developed through all Collective Worships and these are evident in the ethos of the school. We have an ‘Anti-bullying Week’ in the autumn term - November (instead of an Anti-bullying Week where every class explores how to be the best they can be in terms of caring for others. We also focus on safe use of the internet at the beginning of every Computing session.
- Every week we have Celebration Worship where we celebrate good behaviour and learning showing our values across the school and remind the children of everything they need to do to make our school as positive as possible for everyone.
- Mental health strategies and wellbeing form part of the PSHE curriculum from Year R to Year 6.

**Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.**

- All staff are vetted in line with the guidelines of the ‘Pre Employment Checklist’.
- All staff are DBS checked and evidence of ID confirmed.
- The ‘Children’s Barred List’ and ‘Education Personnel Service Referrals Database’ are checked.
- All potential staff are required to submit both an employment and character reference with their application.
- Qualifications and employment history are checked through the call of references and if necessary, the Local Authority may be involved in the more stringent checking of identity and qualifications.
- Social media checks are completed and these are recorded on the Single Central register.
- HT and Business Manager have received Safer Recruitment training.

**There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.**

- All staff have annual Performance Management. Relevant staff are given opportunities to take part in training where necessary.

- ELSA Supervision is always attended every half term by our ELSA.
- Our SENCo also attends a 'SENCo Circle'.
- The school signs up to the Service Level Agreement (SLA) for training.

**The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.**

- See Health & Safety Policy.
- 'School Premises Safety Inspections' are carried out half termly.

**All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.**

- See Protected Disclosures ('Whistleblowing' Policy).
- The 'Safeguarding' display board in the staffroom is a signpost to information and contact numbers.
- Useful Safeguarding contact numbers, including that for the LADOs are also on the back of each staff toilet door (as well as being on the Safeguarding display in the staffroom).
- Key policies and documents are put on the school website for staff and parents. Staff also has access to the Google Drive which has all the school policies and guidance.

***This document will be updated annually and, when necessary, more frequently in the light of further Government or Local Authority guidance.***