

St James' C. of E. School

Safeguarding Policy

At St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

1. INTRODUCTION

- a. This policy has been developed to ensure that all adults in **St James' C. of E. School** are working together to safeguard and promote the welfare of children and young people.
- b. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- c. The Headteacher, **Mr Gavin Shortall**, or, in their absence, the authorised member of staff (**Joanne Westhead, Sarah Dodds, Jo Mason**), has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- d. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **St James' C. of E. School**. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- e. Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Keeping Children Safe in Education', **St James' C. of E. School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them. **St James' C. of E. School** pays full regard to 'Keeping Children Safe in Education' and to 'Working Together to Safeguard Children 2015'.
- f. For the purposes of this policy all references to 'Keeping Children Safe in Education' refer to the guidance dated September 2018. Should this guidance be updated this policy will be adapted to reflect any changes.

2. ETHOS

- a. **St James' C. of E. School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Keeping Children Safe in Education' and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- b. The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment Tool has been adopted into everyday practice and procedures when responding to children's needs and can be used to signpost children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

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- c. Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

3. THE CURRICULUM

- a. All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- b. Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- c. Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, British Values, religious beliefs and practices and human rights issues.
- d. All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Should the member of staff feel that the concerns voice a safeguarding issue, the pupil is informed that the matter will be shared.

4. ATTENDANCE & EXCLUSIONS

- a. **St James' C of E School** views attendance as a safeguarding issue and in accordance with the Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- b. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA).
- c. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- d. The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.
- e. The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to

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ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. KEEPING RECORDS

- a. **St James' C. of E. School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

6. ROLES AND RESPONSIBILITIES

- a. The Headteacher of **St James' C. of E. School** will ensure that:
 - I. The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
 - II. Safe recruitment and selection of staff and volunteers is practiced.
 - III. A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
 - IV. Sufficient time and resources are made available to enable the Designated Member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
 - V. All staff and volunteers receive appropriate training which is updated every three years.
 - VI. All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
 - VII. All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
 - VIII. Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
 - IX. Ensure that the Safeguarding Policy is available on the school's website.
- b. The Governing Body of the school will ensure that:
 - I. A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Member of staff.
 - II. There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
 - III. The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
 - IV. The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
 - V. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
 - VI. All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.

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c. The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- I. Act as the first point of contact with regards to all safeguarding matters.
- II. Attend up-dated training every two years.
- III. Provide relevant information to the LA on how the school carries out its safeguarding duties.
- IV. Provide support and training for staff and volunteers.
- V. Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at mscb.org.uk)
- VI. Support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
- VII. Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- VIII. Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- IX. Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- X. Manage and keep secure the school's safeguarding records.
- XI. Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- XII. Liaise with the Headteacher about any safeguarding issues.
- XIII. Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- XIV. Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- XV. Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

- a. The school's recruitment and selection policies and processes adhere to the DfE guidance set out in "Keeping Children Safe in Education".
- b. The Headteacher and governing body will ensure that all staff and volunteers in supplementary schools or agencies using the mainstream school site will have been vetted and checked.
- c. The school recognises that it is vital to adopt recruitment procedures that help deter, reject or identify people who might abuse children. The school has a separate Safer Recruitment Policy to support this.

8. WORKING WITH OTHER AGENCIES

- a. **St James' C. of E. School** has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:
 - I. A child subject to a child protection plan is about to be permanently excluded.
 - II. There is an unexplained absence of a pupil who is subject to a child protection plan of more than two days from school.
 - III. It has been agreed as part of any child protection plan or core group plan.

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9. CONFIDENTIALITY AND INFORMATION SHARING

- a. Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.
- b. All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. TRAINING FOR STAFF AND VOLUNTEERS

- a. All staff should be made aware of the school's safeguarding systems as part of their induction.
- b. Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- c. In accordance with "Keeping Children Safe in Education" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is updated annually.
- d. All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Extremism and Radicalisation (including the Prevent Strategy), Domestic Abuse and Child Sexual Exploitation.

11. RECORDING AND REPORTING CONCERNS

- a. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:
 - I. Speak to the Designated Person or the person who acts in their absence
 - II. Agree with this person what action should be taken, by whom and when it will be reviewed. This action may include a referral to Children's Social Care
 - III. Record the concern using the school's safeguarding recording system. The school uses the online recording system CPOMS - <http://www.cpoms.co.uk/>

12. INFORMING PARENTS/CARERS

- a. Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- b. Parents and carers will be informed if a referral is to be made to the Children and Families Service or any other agency.

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- c. Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

13. DOMESTIC ABUSE

- a. The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue..
- b. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- c. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- d. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

14. FORCED MARRIAGE

- a. Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by **St James' C of E Primary School**. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.
- b. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- c. If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

15. RADICALISATION AND EXTREMISM

- a. The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").
- b. The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

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- c. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. St James' will promote awareness of the PREVENT strategy within our organisation and partners, including the local risks, roles and responsibilities involved in its delivery. The school will ensure colleagues and partners are aware of how to report any potentially relevant information or concerns. Information on Radicalisation and Extremism will be incorporated into staff Safeguarding and Child Protection training and briefings.

16. FEMALE GENITAL MUTILATION

- a. Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of the human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- b. Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.
- c. Teachers are required by law to report to the police known cases of female genital mutilation (FGM) involving a girl aged under 18. All known cases of female genital mutilation (FGM) involving a girl aged under 18 at St James' will be reported to the police.

17. PEER ON PEER ABUSE

- a. Education settings are an important part of the inter-agency framework not only in terms of identifying, 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.
- b. 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.
- c. 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".
- d. 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.
 - Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. These systems include, but are not limited to, circle

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time, the adoption of Restorative Practice principles and the active monitoring and support of vulnerable children

- In cases of sexting the school takes reference of the 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*.

- e. In all situations where peer on peer abuse is suspected a member of the SLT will investigate. This will involve talking with all parties and ensuring that all voices are heard. Following a full investigation it may be appropriate to carry out a range of actions in response. Please see the school's Anti-Bullying policy for a full description potential actions.

- f. If peer on peer abuse is reported, the child reporting the abuse will be supported. Staff will apply the following principles:
 - Listen to what is being said without displaying shock or disbelief
 - Accept what is being said
 - Allow the child to talk freely
 - Reassure the child, but not make promises which it might not be possible to keep
 - Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
 - Reassure him or her that what has happened is not his or her fault
 - Stress that it was the right thing to tell
 - Listen, only asking questions when necessary to clarify
 - Not criticise the alleged perpetrator
 - Explain what has to be done next and who has to be told
 - Make a written record (see Record Keeping)
 - Pass the information to the Designated Senior Person without delay

18. VULNERABLE GROUPS, INCLUDING CHILDREN WITH SEN

- a. Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:
 - Children with a disability and/or specific additional needs.
 - Children with special educational needs.
 - Children who are acting as a young carer.
 - Children who are showing signs of engaging in anti-social or criminal behaviour.
 - Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
 - Children who are showing early signs of abuse and/or neglect.

- b. Children in these groups may be more likely to be impacted by bullying, and to communication barriers. This must be considered when supporting children in these groups.

19. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- a. Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

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- b. All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

20. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- a. The school follows the procedures recommended by the MSCB when dealing with allegations made against staff and volunteers:
http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html
- b. All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

21. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- a. Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- b. We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

22. SERIOUS CASE REVIEWS

- a. The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:
 - b. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
 - c. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
 - d. Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- e. If required **St James' C. of E. School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

This policy has been ratified by the Governing Body at its meeting on the X

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at

<http://www.manchesterscb.org.uk>

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APPENDIX A

School Policies:

- Health and Safety Policy
- E-Safety Policy
- Behaviour and Discipline Policy
- Educational Visits Policy
- Special Educational Needs and Disabilities Policy
- Accessibility Policy
- Anti-bullying Policy
- Administration of Medicines Policy
- Safer Recruitment Policy
- Attendance Policy

MSCB Policies on MSCB website - <http://www.manchesterscb.org.uk/prof-specific.asp>

- Forced Marriage
- Managing Allegations and Concerns Against Staff and Volunteers
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Multi-agency practice guidelines for Female Genital Mutilation

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APPENDIX B

The following definitions are from Keeping Children Safe in Education

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.

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Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

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APPENDIX C

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where every child matters.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Early help Assessment and the Continuum of Need and Responses are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Early Help Assessment targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in Education Other Than At School is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school are trained in Safeguarding and are effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

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PUPIL ENGAGEMENT

- Pupil voice is valued and the School Pupil Parliament is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULM

- The school ethos, the curriculum, and the organisation of teaching and learning contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.