

# Ewelme C.E (VA) Primary School

## Safeguarding Pupils Policy

Agreed:

Signed:

Chair of Governors

Signed:

Headteacher

Review Cycle	ANNUAL	
Date of Review		New Policy Yes / No (delete)
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# Safeguarding Pupils Policy

Ewelme C.E. (A) Primary School recognises its responsibility for Safeguarding and Promoting the Welfare of Children.

The school's policy applies to the whole of the schools workforce including volunteers, governors and any contractors working on the school site. The policy focuses on 5 main elements:

- Staff recruitment and selection – ensuring that all staff (volunteers etc), have been appropriately checked for their suitability through the Safe Recruitment procedures (see “Safeguarding Children and Safer Recruitment in Education”, January 2007)
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils who have been abused in accordance with an agreed child centred plan
- Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily

We recognise that because of their day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse. Staff in schools will therefore:

- Report any inappropriate behaviour / activities to designated staff
- Establish and maintain an environment where children feel secure, encouraged to talk and are listened to. (Procedures for dealing with disclosures are attached)
- Ensure that children know that they can approach any adult in school if they are worried and they will receive a consistent supportive response
- Include in the curriculum opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse

Staff in Ewelme C.E.(A) Primary school will follow the Oxfordshire Safeguarding Children's Board (OSCB) Procedures in all cases of abuse, or suspected abuse and have regard to the statutory obligations placed on us by Section 175 or Section 157 of the 2002 Education Act. We will therefore:

- Ensure that we have a designated member of staff for child protection (and inform the Schools Safeguarding Team Administrator – Sue Grantham Telephone 01865 810515 when this changes)

In Ewelme C.E, Primary school the designated member of staff is Margery Slatter  
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- Ensure that the designated member of staff receives appropriate training approved by the OSCB and that this training is disseminated to all others in the school in line with statutory requirements (i.e. Training for all staff every 3 years and every 2 years for designed staff)
- Ensure that the governors of Ewelme C.E, Primary school are aware of their responsibility to safeguard the welfare of pupils in the school
- Ensure that every member of staff, volunteer and governor knows who the designated member of staff is and what their responsibilities are
- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse
- Ensure that parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school prospectus
- Inform Early Years and Family Support if a pupil, whose name is on the Child Protection Register, has unexplained absence of more than 2 days
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that where possible appropriate staff attend all relevant case conferences on pupils within, school including initial, review meetings and core groups
- Keep accurate written records of concerns on children even where referral is not appropriate immediately
- Ensure that all child protection records are kept secure and confidential and separate from the main pupil file
- Ensure that all staff/volunteers are selected and recruited by going through appropriate safe recruitment processes as outlined in both county and national guidance
- Ensure that all staff, governors, volunteers understand that there is a procedure to be followed in dealing with allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process
- Follow the county guidance on reporting and tracking lost pupils/missing pupils and removing pupils from the school roll
- Ensure that this policy on Safeguarding is reviewed annually and is in line with Oxfordshire's OSCB procedures
- Ensure safe recruitment practices are always followed

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavor to support the pupil through:

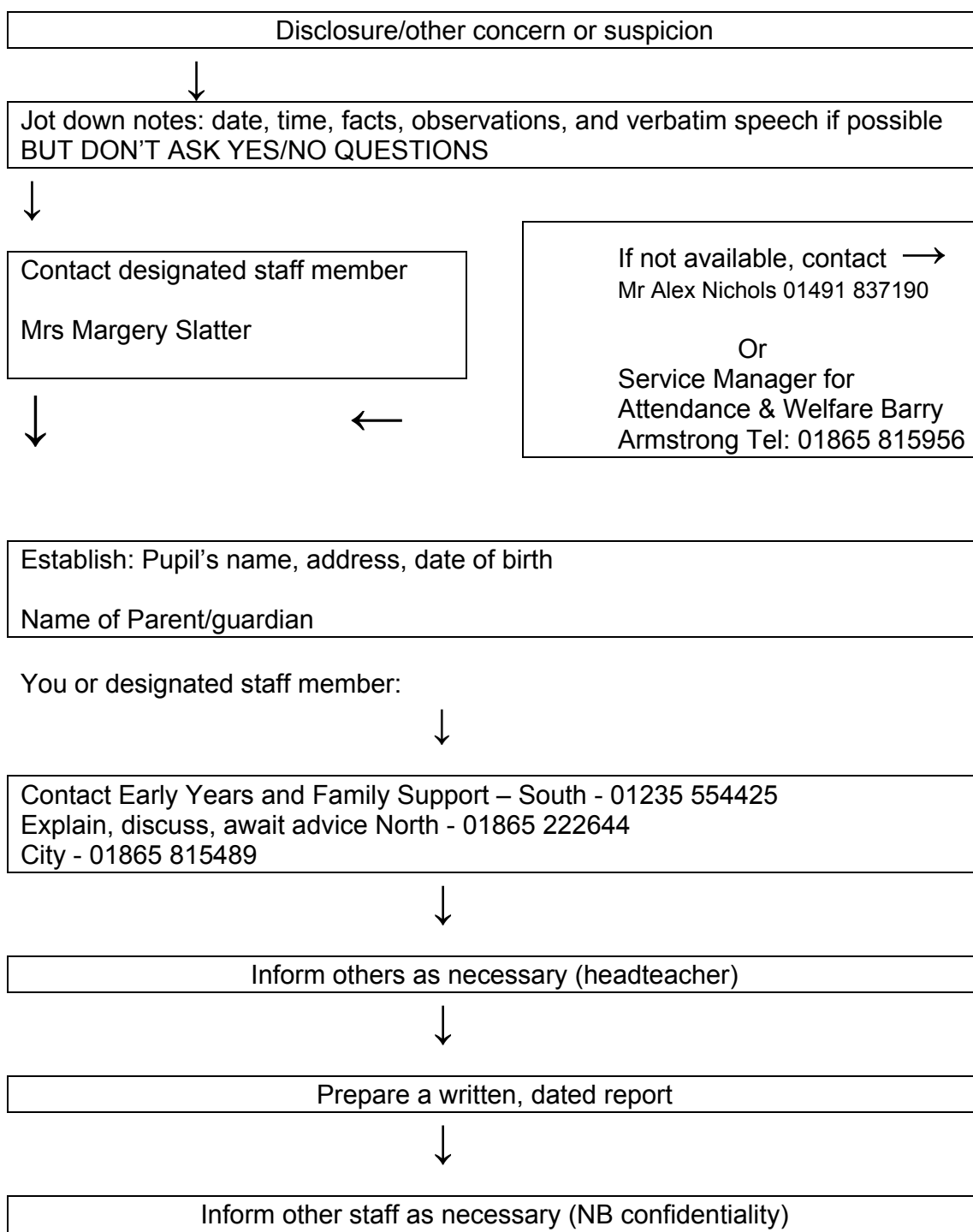
- The content of the curriculum
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The School Behaviour Policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Early Years and Family Support, Education Social Work Service, Educational Psychology Service and locality teams
- Ensuring that, when a pupil on the Child Protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

It is noted that the provisions of Section 175 and Section 157 of the Education Act, place a general duty on Ewelme C.E. Primary school to safeguard and promote the welfare of children in our care and, as such, staff will adhere to other related school policies, i.e. Behaviour Policy, Bullying Policy, Restraint Policy, medical administration, health and safety etc.

Senior Managers and Governors of Ewelme C.E, Primary School will undertake an annual review of all related safeguarding policies to ensure our school is aware of the most recent expectations and will act to remedy any deficiencies in our policies without delay.

In line with requirements we will inform the Schools Safeguarding Team of any changes to the designated member of staff(s) and provide them with details on training received and policy review in line with required monitoring arrangements.

## School Procedures



## Section Five

## **Understanding and Managing Sexual Behaviour Problems Displayed by Children and Young People in Educational Settings**

To date, there has been little guidance written for staff within educational settings who manage children and young people who display sexualised behaviour or have an identified sexual behaviour problem. In part, this has been due to an underestimation on the very real difficulties staff within such settings face, whether or not other agencies are involved.

As our knowledge and understanding about children and young people who have sexual behaviour problems grows and the importance of trying to manage this particular group of children and young people within the education system is recognised, guidance and information about normal childhood sexual development and the wide range of sexually problematic behaviour as well as guidance about how to deal with such behaviours for staff within these setting is key.

One of the main concerns identified by many professionals in educational establishments is uncertainty about how to determine the level of seriousness of the behaviour they may be observing and what is and what is not age appropriate sexual behaviour.

“Stop it now” (a national charitable campaign) has produced a helpful chart, which has been attached for your use, showing examples of normal and healthy sexual behaviour that we might expect to see in children as they progress through different stages of development from pre-school to adolescence. A second chart has also been produced which may be of some help in identifying behaviours that may give cause for concern.

**It is however important to recognise that not every child will show these behaviours, and that each child develops at his or her own pace. Neither chart should therefore be viewed as comprehensive and an element of caution should always be applied.**

**What is age-appropriate sexual behaviour?**

**Pre-school children (0-5 years) commonly:**

- Use childish 'sexual' language to talk about body parts
- Ask how babies are made and where they come from
- Touch or rub their own genitals
- Show and look at private body parts

***They rarely:***

- *Discuss sexual acts or use sexually explicit language*
- *Have physical sexual contact with other children*
- *Show adult-like sexual behaviour or knowledge*

**School-age children (6-12 years) commonly:**

- Ask questions about menstruation, pregnancy and sexual behaviour
- Experiment with other children, often during games, kissing, touching, showing and role-playing e.g. mums and dads or doctors and nurses
- Masturbate in private

Older children in this age range are also more likely than pre-school children to use sexual words and discuss sexual acts, particularly with their friends

***They rarely:***

- *Masturbate in public*
- *Show adult-like sexual behaviour or knowledge*

**Adolescents (13-16 years) commonly:**

- Ask questions about relationships and sexual behaviour
- Use sexual language and talk about sexual acts between themselves
- Masturbate in private
- Experiment sexually with adolescents of similar age NB. about one-third of adolescents have sexual intercourse before the age of 16.

***They rarely:***

- *Masturbate in public*
- *Have sexual contact with much younger children or adults*

**Possible indicators of sexually harmful or abusive behaviour**

- Seeks out the company of younger children and spends an unusual amount of time in their company?
- Takes younger children to 'secret' places or hideaways or plays 'special' games with them (e.g. doctor and patient, removing clothing etc.) especially games unusual for their age?
- Insists on hugging or kissing a child when the child does not want to?
- Tells you they do not want to be alone with a child or becomes anxious when a particular child or young person is coming to visit?
- Frequently uses aggressive sexual language about adults or children?
- Shows sexual material to younger children?
- Makes sexually abusive telephone calls?
- Shares alcohol or other drugs with younger children or teens?
- Views child pornography on the Internet or elsewhere?
- Exposes his or her genitals to younger children?
- Forces sex on another adolescent or child?

Accurate and detailed recording of concerns about possible inappropriate sexualised behaviour is essential and in all cases, the designated person for child protection within the school should be informed.

In the initial stages of evaluating concerns, advice from either the Schools Safeguarding Team or the Early Years and Family Support Assessment Team should be sought, thus allowing concerns to be discussed and possible risks/concerns to be identified.

Some sexualised behaviours at the lower end of the continuum can be managed successfully by school alone, in conjunction with parents/carers. However for more concerning behaviours, Early Years and Family Support Assessment Teams should be involved and depending on the circumstances of the case and initial assessment, support in terms of managing the behaviour will be offered to schools, and if necessary a Risk Assessment undertaken on the child.

### **Parents/Carers of Targeted Children**

The parents/carers of any targeted child (ren) should be made aware of the schools concerns and about the schools plans to manage the risk and meet the needs of all concerned, although personal information about the child whose behaviour is of concern must be kept confidential.

## Revised Safe Recruitment Guidance and Standards

Safe recruitment practice is essential to ensuring that unsuitable persons do not gain access to work (either on a paid or voluntary basis) with children or vulnerable adults.

New statutory obligations around the safe recruitment process have been introduced over recent months across much of the children and vulnerable adults sector and still more is to come through the vulnerable persons bill.

The new guidance seeks to update current requirements around safe recruitment practice and bring together the main elements of safe recruitment practice for all those employing staff (or volunteers) to work with children and/or vulnerable adults, into one document. However, the DfES document is a lengthy document, so what we have provided here is a key issues summary.

This guidance is not a comprehensive guide to the whole recruitment process and should therefore be read in conjunction with all other recruitment guidelines where necessary.

Many of the expectations around safe recruitment are not new; enhanced CRB; checking references and identification checks etc have been required for a long time, but nationally there has been much confusion and little consistency of practice because of differing interpretation of past guidance.

New county guidance now aims to set the basic benchmark for safe recruitment practice across all agencies as of January 2007.

### The key elements of safe recruitment practice are:

- Consideration to safeguarding at every stage of the process; planning, advertising, interview and appointment
- Ensuring the job description makes reference to the responsibility for safeguarding children and/or vulnerable adults
- Ensuring the person specification includes reference to suitability to work with children or vulnerable adults
- Obtaining and **scrutinising** all required information from applicants and ensuring that any gaps/anomalies are satisfactorily explained
- Ensure receipt of independent professional references, which address specific questions. Ideally references to be accessed prior to interview
- Face to face interview. Interview panel to have received appropriate training i.e.NCSL On-line Recruitment Training (for schools), or Warner Interview Training when recruiting for residential establishments
- Verification of candidate's identity. (Photographic ID required)
- Verification of academic qualifications (and/or professional body status) – **original copies required**

- Full check on employment/experience history. All gaps accounted for
- Check on health/physical capacity to undertake role. Medical questionnaire
- Enhanced CRB disclosure and or List 99/POCA on staff/volunteers
- Permission to work in the UK documentation
- CRB Disclosures and additional checks required for those who have lived abroad

As we said, where necessary, the summary provided here should be read in conjunction with other recruitment guidance including the new safer recruitment guidance 'Safeguarding Children and Safer Recruitment in Education' and Oxfordshire County Councils 'A Guide to Making Safe and Appropriate Appointments in Schools and all Services for Children and Vulnerable Adults'.

These documents can be found on;

Safeguarding Children and Safer Recruitment in Education can be found on the intranet: *Directorates > Children Young People and Families > Children and Young People's Services > Social Inclusion Services > Child Protection > Safeguarding Children and Safer Recruitment in Education*

A Guide to Making Safe and Appropriate Appointments in Schools and all Services for Children and Vulnerable Adults can be found on the intranet: *Directorates > Children Young People and Families > Children and Young People's Services > Social Inclusion Services > Child Protection > A Guide to Making Safe and Appropriate Appointments in Schools and all Services for Children and Vulnerable Adults*

**In addition to the above documents, please also note that more in-depth Safer Recruitment Guidance, specifically for schools, will be available towards the end of March.**

## **Recruitment and Selection**

# Summary Guidance for School Staff, Governors, FE Staff and Local Authority Education Services

## Scope

This summary is drawn from the DfES Safeguarding Children and Safer Recruitment Guidance which came into force on 1<sup>st</sup> January 2007.

The expectations within the guidance apply to every individual who works within an education setting where there are children under the age of 18. These expectations apply not only to people who have regular direct contact with children but those who by virtue of their role, may not have direct contact with children but who could still be seen as safe and trustworthy because of their presence in the setting. This should include volunteers, visitors and even contractors working on an education site.

## Key elements of Safe Recruitment Practice

- Planning to, and thinking about issues to do with Child Protection and Safeguarding from the outset of the recruitment process; embedding Child Protection within the recruitment process
- Ensuring job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children
- Ensuring that the person specification includes a reference to suitability to work with children
- Obtaining and scrutinising comprehensive information from applicants. Ensuring that application forms are fully completed, with no gaps or omissions or anomalies which have not been satisfactorily resolved
- Obtaining independent professional character references based on standard templates that addresses specific questions providing information about the applicants suitability to work with children, open references/testimonials should be avoided, and effort should be taken to ensure that the author is actually the person who was asked to complete the reference. References should ideally be from someone in the school where the individual last worked and be a current member of the school staff
- Face to face interviews designed not only to test capability for the post but also assesses the candidates ability to work with children
- Verification of the successful candidates' identity. Photographic ID is essential for this, i.e. passport or photographic driving licence
- Verification that the successful applicant has the academic qualifications required for the post. For teachers, GTC registration and teacher number may suffice
- Full checks on applicants' employment history and experience. Full history must be accounted for

- Verification that the successful candidate has the health, physical/emotional capacity for the job Medical questionnaires, questions about sickness record etc may help point to concerns
- Appropriate disclosure checks (CRB). An enhanced CRB disclosure is now needed for all new employees to the schools workforce after 12 May 2006.
- Where a member of staff is transferring from one Oxfordshire School to another school within Oxfordshire, and where there has been no break in service of 3 months or more and where the member of staff, already holds an enhanced CRB, then there is no need for a new check to be undertaken
- While the DfES guidance indicated that staff transferring into Oxfordshire schools from another authority, who do not have a break in service of 3 months or more, who may already hold an enhanced disclosure, do not need to undertake a new check; Oxfordshire Local Authority recommend that despite holding an existing CRB a new one should be undertaken. (Note: There will be an additional charge of £10 for this check) Where any member of staff is permitted to commence in their new role prior to a CRB being completed this should be permitted only where;
  - a risk assessment has been conducted
  - when a list 99 and/or POCA check has been carried out (via John Vallis, Macclesfield House, New Road, Oxford) and
  - where the individual should not have unsupervised contact with children
- For non EU citizens the successful candidate should be asked to provide evidence of permission to work in the UK (Home Office letter, Work Permit)
- Schools must now keep a single central register indicating for each member of staff;
  - when they were employed,
  - when/if an enhanced CRB was undertaken (include the certificate number)
  - the date both proof of identity and qualifications were seen
  - where necessary date List 99 check was done and for overseas staff;
  - evidence of the right to work in Britain and that overseas checks have been carried out
- NCSL web based training to be undertaken by the head and at least one governor in every school

It is vitally important that all involved with recruitment and selection understand that no one element of the process is more important than any other. While no process can guarantee 100% safety, ignoring one or more parts of the process only means that we potentially enable dangerous individuals to gain access to children. The process needs to be followed in its entirety.

**Once the recruitment and selection process is complete the need to embed Safeguarding and Child Protection responsibilities should not end there.**

- Each new member of staff, should at the point of commencing employment, be given a copy of the schools child protection policy
- Under section 175 of the Education Act 2002, it is a requirement that all staff receive child protection training every 3 years. To track this duty, schools therefore need to keep a record of who was trained and when. New staff could be trained as part of their induction
- Once a safe culture has been created and embedded this should enable staff, parents and children to raise any safety or welfare concerns where this is relevant
- Where appropriate concerns are raised it is important that schools follow the procedure for dealing with allegations against staff in the education sector. These procedures exist both for the protection of staff and children.

# **Oxfordshire Policy for Staff and Volunteer Criminal Records Bureau (CRB) checks, incorporating DFES requirements and guidance**

## **Who needs an Enhanced check now?**

- ALL newly appointed school staff, including casual and supply teachers, who have not worked in a school before or have had a break in school service of three months or more
- Also, all staff who have transferred from another school but do not hold a valid Enhanced CRB check\* because they were in post before March 2002
- Also, any staff who transfer to a new post which now requires a check but their old post did not or where there are concerns about the employee
- Agency supply teachers who must provide written confirmation to the school from the agency that a CRB check has been undertaken successfully
- Volunteers who go on residential trips with overnight stays
- Volunteers and Governors who have regular contact with children, defined as three or more times in a thirty day period
- Staff employed by contractors who are doing work in place of school staff, such as cleaners, caterers etc. They must provide evidence from the contractor that the CRB check has been completed successfully
- Other public sector staff such as psychologists, dentists, nurses, etc who should have been checked already and must provide evidence that the CRB check has been completed successfully
- Before- or after-school club staff where the school is the employer of the staff. Where the school is not the employer, the checks must be done through the outside employer
- Some work experience providers in longer term settings or where vulnerable children are involved in accordance with the Work Experience guidelines
- Mentors who do not already hold a valid Enhanced CRB check\*
- Newly appointed centrally employed local authority staff who are likely to have unsupervised contact with children including youth workers, education social workers, educational psychologists etc where they do not already hold a valid Enhanced CRB check\*

**Who does not need a check?** (any checks requested in this category will be charged for at £10 plus any cost of the CRB check)

- Existing staff remaining in school who started before March 2002 or have a valid Enhanced CRB check\* after that date (i.e. no rechecking), unless they transfer to a new post which requires a check but their old post did not or where there are concerns about the employee
- Staff transferring from another school/establishment, either within Oxfordshire or from another LEA if they have a valid Enhanced CRB check\*
- Governors, unless they have unsupervised one to one sessions with children or work regularly as a volunteer three or more times in a thirty day period
- Visitors to the school who have no contact with children or only on an ad hoc or irregular basis or with a member of staff present
- Volunteers and parents who go on day trips (not residential trips) or who help out at one-off events such as sports days, fetes, open days etc
- Secondary pupils undertaking voluntary work or work experience in any school
- Contractors who carry out repairs or service equipment and who would not be left unsupervised with children
- People on site before or after school hours when children are not present, such as hirers of the premises
- Student teachers on placement who will have been checked by their college however these checks should be seen by staff in school
- New staff from outside the UK must undergo the same checks as all other staff, this should include a CRB
- Where the governing body of a school provides extended school services under supervision or management of school staff all recruitment and selection requirements apply
- Where extended school services are provided by a third party, clear lines of accountability should be agreed and written up setting out who is to take responsibility for appropriate checks

Note only OFSTED registered providers should be used to provide under 8 services

**\* Definition of a valid Enhanced CRB check (Disclosure certificate).**

An enhanced Disclosure certificate as an employee from either Oxfordshire County Council or another Council or educational establishment (school, college or University) or Ofsted where there hasn't been a break of service of more than three months and there is nothing of concern on it. Disclosure certificates from other organisations will not be accepted

This guide is meant as a quick and easy reference guide to the key issues in recruitment and selection in schools.

It is meant as an easy reference guide and not an in depth explain all text. Where issues need further examination or explanation please see the definitive guide from DfES;

“Safeguarding Children and Safer Recruitment in Education” (Came into force 1<sup>st</sup> January 2007) accessed on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) or contact: John Vallis on 01865 815770