



# Safeguarding Policy

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**Senior Designated Officers for  
Safeguarding/Child Protection**

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**Manor House School and the Folly Nursery (hereafter referred to as “the school”) are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

**This policy should be read in conjunction with our Child Protection Policy and Procedures (available via the school’s website), which detail procedures and contacts for any child protection concerns.**

## **1. Introduction**

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: “Working Together to Safeguard Children” 2006, “Framework for the Assessment of Children in Need and their Families” 2000, “What to do if You are Worried a Child is Being Abused” 2003. The guidance reflects “Safeguarding Children and Safer Recruitment in Education” DfES Jan 2007.
- 1.2 The Governing body takes seriously its responsibility under section 175 (section 157 in the case of an independent school) of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
  - 1.5.1 To support the child’s development in ways that will foster security, confidence and independence.
  - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
  - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
  - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

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<sup>1</sup> Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors



- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory List 99 or Enhanced CRB check (according to guidance)<sup>2</sup>, and a single central record is kept for audit.

## 2.0 Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities.
- 2.1.2 We have a three Senior Designated Officers for safeguarding, all of whom have undertaken the DSCB Two Day Level 3 Multi-Agency Safeguarding Children Training and who undertake to update their training at least every 2 years.
- 2.1.3 All members of staff are provided with child protection awareness at induction, including in their arrival pack, the school Safeguarding and Child Protection Policies so that they know who to discuss a concern with.
- 2.1.4 The Headteacher, where he/she is not the SDO, and all other staff and governors, have child protection awareness training (minimum Level 2), to be arranged by the SDO every 3 years, to maintain their understanding of the signs and indicators of abuse.
- 2.1.5 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the awareness raising pack “What to do if you are worried a child is being abused”.
- 2.1.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools’ Safeguarding Policy, and reference to it in our introductory school pack.
- 2.1.7 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.8 Community users organising activities for children are aware of the school’s child protection guidelines and procedures.
- 2.1.9 We will ensure that child protection type concerns or allegations against adults working in school are referred to the LADO<sup>3</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Independent Safeguarding Authority<sup>4</sup> for consideration for barring,

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<sup>2</sup> Guidance regarding CRB checks is currently in “Safeguarding Children and Safer Recruitment in Education” Jan 2007

<sup>3</sup> LADO Local Authority Designated Officer for allegations against staff.

<sup>4</sup> contact the LADO for guidance in any case  
Safeguarding Policy



following resignation, dismissal, or when we cease to use their service in the case of a volunteer

- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The names of the Senior Designated Officers for Safeguarding are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.4 All new members of staff will be given a copy of our safeguarding statement, and safeguarding policy, with the SDO's name clearly displayed, as part of their induction into the school.

## 3.0 Responsibilities

- 3.1 The SDO is responsible for:
  - 3.1.1 Referring a child if there are concerns about possible abuse, to CYPS and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.
  - 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - 3.1.3 Ensuring that all such records are kept confidentially and securely, separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
  - 3.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
  - 3.1.5 Liaising with other agencies and professionals.
  - 3.1.6 Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
  - 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
  - 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff.
  - 3.1.9 Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the SDO, and by all staff and governors; number and type of incidents/cases, and number of children with child protection plans (anonymised)

## 4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.



- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
  - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - 4.4.2 Promoting a caring, safe and positive environment within the school and providing children with many frameworks through which they can raise any concerns (e.g. form teacher, house tutor, School Council, duty staff, prefects, etc.)
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying Social Care as soon as there is a significant concern.
  - 4.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school or FE College and ensuring the school medical records are forwarded as a matter of priority.

## 5.0 Confidentiality

- 5.1 We recognise that all matters relating to safeguarding are confidential.
- 5.2 The Headteacher or SDO will disclose any information about a pupil to other members of staff on a need to know basis only.<sup>5</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with CYPS on this point.

## 6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

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<sup>5</sup> Guidance about sharing information, can be found in the booklet "What to do if You are Worried a Child is being Abused" DoH 2003 [www.doh.gov.uk](http://www.doh.gov.uk) and as at footnote 3



- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the SDO and to seek further support as appropriate.

## 7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of our school's Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice will be given at induction<sup>6</sup>
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>7</sup>.
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Duty LADO.
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Headteacher first.
- 7.8 The school will follow the Devon County Council procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of an Allegations/Senior Strategy Meeting<sup>8</sup>.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

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<sup>6</sup> The IRSC nationally agreed document "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" is available at [www.teachernet.gov.uk](http://www.teachernet.gov.uk) and as at footnote 3

<sup>7</sup> or Chair of Governors in the event of an allegation against the Headteacher

<sup>8</sup> The term Allegations or Senior Strategy Meeting covers any urgent formal strategy discussion which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting.



- 7.10 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8.0 Whistle-blowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO. In the EYFS setting, OFSTED will be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations (within 14 days).

## **9.0 Physical Intervention**

- 9.1 Our policy on physical intervention by staff is set out in our Parents' Handbook, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness (using the pro-forma attached to this policy).
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary.

## **10.0 Bullying**

- 10.1 Our Anti-Bullying Policy is a stand alone policy that is also referred to in our Parents' Handbook. For any one in our school to allow or condone bullying may lead to consideration under child protection procedures (this includes cyber, racist, homophobic and gender related bullying).
- 10.2 In accordance with our Anti-Bullying Policy, all bullying incidents are recorded on a central log (using the report form contained in the Anti-Bullying Policy).



## 11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out in our Parents' Handbook, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures.
- 11.2 All racist incidents will be reported to the Local Authority, in accordance with the School's statutory responsibilities.

## 12.0 Intimate Care

Our Intimate Care Policy is a stand alone policy that is also referred to in our Parents' Handbook. The policy contains a form for parental consent as well as details of the intimate care logs that are kept by the School and the Folly Nursery.

## 13.0 Prevention of harm

- 13.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
  - 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 13.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 13.2.3 Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## 14.0 Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

## 15.0 Every Child Matters

This Policy is fundamental to supporting the Every Child Matters outcomes and our School vision and values:

***Our vision is to nurture children who are...***

- *Confident yet humble in knowing they can and will succeed*



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- *Resilient when faced with challenges and setbacks*
  - *Happy in the world as it is while able to see the world as it should be*
  - *Creative, open-minded and sensitive to the needs of others*  
*...allowed to be children.*

### ***Our Values:***

- *We treat others as we like to be treated and we do all we can to make ourselves and others happy*
- *We have high, positive expectations and always do our best*
- *We are honest and do the right thing even when it's difficult*
- *We take responsibility for our own thoughts, words and actions*
- *We all understand and support each other because we know how we feel affects how well we learn*
- *We believe children's intelligence comes in many forms and that our school environment supports and reinforces independence and creativity*
- *We promote independence in learning and celebrate achievement because we are all teachers and we are all learners*
- *We feel proud to be part of our school family and work together to achieve our goals - The school works because the team works.*



## Physical Intervention Record Sheet

<b>1. GENERAL DETAILS</b>		
Form:	Date:	Time:
Name (s) of children involved:		
Location		
Witnesses	Adults:	Pupils:
Staff writing this report		
REPORTED TO HEAD/DEPUTY (DELETE):	(Date/time)	
FORM RETURNED:	(Date/time)	
<b>2. DESCRIPTION OF THE INCIDENT (WHAT HAPPENED?)</b>		
<i>Who was involved? Focus of incident</i>	<i>Nature of incident</i>	<i>Effects</i>
Pupil to pupil <input type="checkbox"/>	Verbal abuse/outburst <input type="checkbox"/>	Disruption <input type="checkbox"/>
Pupil to adult <input type="checkbox"/>	Threatened violence <input type="checkbox"/>	Distress to self (pupil) <input type="checkbox"/>
Self harm <input type="checkbox"/>	Risk of injury <input type="checkbox"/>	Distress to others <input type="checkbox"/>
Damage to property/equipment <input type="checkbox"/>	Physical abuse/attack <input type="checkbox"/>	Injury <input type="checkbox"/>
What led up to the incident?		
Behaviour:		
Action taken to manage/de-escalate the behaviour prior to use of physical intervention:		
Description of the physical intervention used (including the duration):		
<ul style="list-style-type: none"> <li>• Was this a planned (IBP)/unplanned intervention? (delete as appropriate)</li> <li>• Was anyone injured? YES/NO If YES, give details of injury and any medical support given:</li> </ul>		
<b>3. CONSEQUENCES</b>		
Incident reported to Headteacher/Deputy/Other member of SMT (specify) _____		
Parents Contacted – Phone/Letter <input type="checkbox"/> Time: _____ By Whom: _____		
In School/Class Sanctions:		
Detention <input type="checkbox"/> Date: _____		
Outside Agencies Involved YES/NO If YES, who? _____		
Accident/Incident form/book <input type="checkbox"/>	Health and safety form/book <input type="checkbox"/>	
Other recording (specify) <input type="checkbox"/>	Other notification <input type="checkbox"/>	
Signed:		(Member(s) of Staff)
Date		



**4. FURTHER ACTIONS**

**Post Incident Support:**

**Staff**

Staff 'Debrief' Requested YES/NO

Provided by \_\_\_\_\_ Date \_\_\_\_\_

Follow Up Session Requested YES/NO

Details \_\_\_\_\_

**Pupil**

Post Incident Support given by \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ (Member of Staff) Date \_\_\_\_\_

Signed (optional) \_\_\_\_\_ (Pupil)

**PLANNING AND FURTHER ACTIONS**

Do any of the following need review and possible change? Please tick appropriate ones.

- Pupil individual programme (e.g. IBP)
- Teaching targets/curriculum offered
- Teaching groups
- Aspects of physical environment
- Defusing and calming strategies
- Staffing

What steps have/will be taken to address identified areas?

Was any further, related action taken by Head/Deputy YES/NO

Specify:

Signed: \_\_\_\_\_ (Head/Deputy) Date: \_\_\_\_\_



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**Safeguarding Self-assessment**

1. Which policy should be read alongside the Safeguarding Policy?  
\_\_\_\_\_
2. Whose specific responsibility is it to protect children in the school from harm?  
\_\_\_\_\_
3. There are three staff in school who are the Senior Designated Officers for dealing with any Safeguarding/Child Protection issues. Who are they?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
4. What does LADO stand for?  
\_\_\_\_\_
5. How often should staff receive child protection awareness training?  
\_\_\_\_\_
6. In what circumstances should you keep a secret that a child entrusts to you?  
\_\_\_\_\_
7. If an allegation is made against a member of staff, when will the local authority be informed?  
\_\_\_\_\_
8. Whose responsibility is it to raise any concerns about the management of child protection or safeguarding within the school?  
\_\_\_\_\_
9. When should a bullying incident be recorded formally? Where should it be recorded?  
\_\_\_\_\_
10. What is “intimate care”?