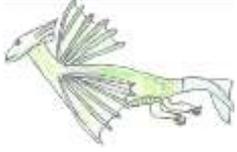


BOREHAM PRIMARY SCHOOL
A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



SAFE SCHOOL POLICY SEPTEMBER 2021

Our safe school policy fully adheres to the SET procedures (2019) and is a supplementary policy to our Child Protection, Positive Behaviour Management, Anti-Bullying, Intimate Care, Drugs in School, Sexual Health policies and Keeping Children Safe in Education (DfE September 2021).

Staff Consulted: 1.9.21

Approved by Governing Body: 21.09.21

Next Review Date: September 2022

Boreham Primary School Safe School Policy

Rationale

We are a friendship school that cares about all those in our community. All the staff of the school, both teaching and non-teaching, are very conscious of their pastoral responsibilities. High expectations and the happiness and well-being of the children are at the centre of our vision.

Boreham Primary School views the safety and welfare of all its children as of paramount importance. The school recognises that effective child protection work requires sound procedures; good inter-agency co-operation and a work force that is competent and confident in responding to child protection situations (see Child Protection Policy.)

Individual class charters and our seven school values clearly state how we will behave in school, how we will treat others and how we should be treated ourselves. Our School Council, Year 6 Lunchtime Buddy and Play Leader Mentoring programme and our Buddy system underpin this ethos.

The Governing Body understand their duty of care towards all employees. At Boreham Primary School we comply with all regulations as set down by the LA, DfE and Health and Safety Codes of Practice. The following document outlines the procedures to support the effective implementation of all DfE responsibilities, to ensure the health, safety and wellbeing of all members of the school community.

At Boreham Primary School, all children have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status.

We recognise our legal duty to safeguard all our children under Section 175 of the Education Act 2002 and outlined in the DfE document "Keeping Children Safe in Education" statutory guidance for schools and colleges September 2021.

Aims and Objectives

At Boreham Primary School we aim to:

- Protect children from maltreatment.
- Prevent the impairment of children's health or development.
- Ensure children are growing up in circumstances consistent with the provision of safe and effective care.
- Help children to have optimum life chances and to enter adulthood successfully.
- Endeavour to keep up-to-date and accurate information about all children.

- Enable staff, volunteers and visitors to safeguard and promote the welfare of children.
- Promote a culture that makes this school a safe place to learn.
- Listen to and respect all children.
- Involve children in decisions which affect them.
- Share information about concerns with agencies who need to know, and involve children and their parents/carers appropriately using jargon-free language.
- Recruit staff, volunteers and visitors safely, ensuring all necessary checks are made.
- Adopt a code of conduct for all staff, volunteers and visitors.
- Provide effective management through induction, support and training.
- Deal appropriately with allegations/concerns about staff, volunteers or visitors, in accordance with government guidelines.
- Respect confidentiality in line with the school's confidentiality policy.
- Confront bullying, racism, harassment and discrimination.
- Provide effective first aid from qualified members of staff.
- Meet the needs of pupils with specific medical conditions including ensuring that any intimate care is carried out following agreed guidance and policies.
- Discuss drug and substance misuse.
- Promote internet safety.

Abuse is...

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. A child may be abused by an adult or adults or another child or children.

Categories

Physical

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

The persistent emotional ill-treatment of a child, such as, to cause severe and persistent 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. Seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

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.

Neglect

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.

Sexual

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.

Safe Working Practice

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motives and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incidents or decisions made on our confidential pink forms.
- Apply the same professional standards regardless of gender, religion, ethnicity, ability or sexuality.
- Are aware of the Code of Conduct, Child Protection, Anti-Bullying, Positive Behaviour Management, Whistle Blowing policies.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Strategies

Staff working with children, are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, they should **always** act in the interests of the child.

At Boreham Primary School the children's emotional and social learning is taken seriously. The whole school community has a duty of care and nurture to the individuals meeting daily to work and be educated.

The pupils in our school are aware of a number of staff who they can trust and talk to and are available to them at any time. Their first point of contact is their class teacher. Boreham Primary School is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils have been informed that we have senior members of staff with responsibility for child protection and who these are. We inform pupils of their right to be listened to and heard and what steps can be taken to protect them from harm.

Boreham Primary School is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. (Also see Positive Behaviour Management, Peer on peer Abuse and Anti-Bullying policies).

Our special rule is

'Hurt body, hurt feelings, tell a grown up'

Children are encouraged to have the **courage** to tell the adults working in our school if they have a problem. The following happens when a child expresses a concern:

1. The adult **listens** to the child who has had their feelings or body hurt and informs the child's class teacher.
2. The adult talks to the other child or children involved and if deemed to be a safeguarding related matter will immediately report this to one of the named safeguarding officers who will follow our safeguarding procedures.
3. If it is an ongoing problem then the senior leadership team will discuss next steps which may include some or all of the following:
 - Discussion with parent.
 - Referral to request further support from outside agencies.
 - A formal behaviour programme is put in place.

Child Protection Procedures

The Child Protection Investigation Service makes decisions regarding child protection. This is clearly determined by the SET procedures (Southend, Essex and Thurrock child protection procedures) 2019

The designated safeguarding lead or in their absence, the Deputy designated safeguarding lead reports all major concerns and incidents to the Children and Families Hub.

DESIGNATED SAFEGUARDING LEAD OFFICER (DSL):	Mr Ian Bowyer (Headteacher)
DEPUTY DESIGNATED SAFEGUARDING OFFICERS:	Mrs Jo Huntley (SENCo) Miss Helen Hill (Deputy Head Teacher) Mrs Gill Powell (School Business Manager)
DESIGNATED SAFEGUARDING GOVERNOR:	Dr Dani Eaton
PREVENT LEAD OFFICER PREVENT DEPUTY OFFICER	Miss Helen Hill (Deputy Head Teacher) Mr Ian Bowyer (Headteacher)

One of the safeguarding officers may be invited to attend lead professionals meetings or case conferences at the direction of Social Services or the Police.

The following protocols must be adhered to:

1. All disclosures or concerns regarding a child's welfare are to be made known immediately to the Designated Safeguarding Lead (DSL) (Head Teacher) and in their absence one of the Deputy Safeguarding Officers.
2. The disclosure needs to be as immediate as possible so that it can be accurate.
3. Class telephones can be used to summon help if another adult is not in the classroom.
4. The member of staff witnessing and/or reporting the incident must complete the incident form on CPOMs.
5. Gaining any further information from the child concerned should be avoided at all costs.
6. The DSL will follow protocols from the school's Child Protection policy/SET procedures and will only discuss the situation further with a member of staff if it is deemed necessary or appropriate.
7. General concerns regarding any child can always be brought to the attention of the Senior Leadership Team and a Focus meeting can be held.
8. The above action may lead to support from:
 - Class Teacher
 - SENCo
 - Head Teacher / Senior Leadership Team
 - School Counselling / Play Therapy / Nurture Group
 - Health professionals
 - Family Solutions referral

- Social Services referral
- Mental health referral
- Inclusion Partners

Action by the Designated Safeguarding Lead/Deputy Safeguarding Officers

Following any information raising concern, one of the senior designated Safeguarding Officer's for child protection will consider:

- any urgent medical needs of the child.
- checking to see if the child already has an individual child protection file. (If so checking their timeline of events)
- making an enquiry to find out if the child is subject to a Child In need (CIN) or Child Protection Plan.
- discussing the matter with other agencies involved with the family.
- consulting with appropriate persons
- the child's wishes.
- if other siblings will be affected.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to children's social care or not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented using CPOMS.

Action following a child protection referral

The designated Lead/Deputy Safeguarding Officer will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to lead professional meetings and discussions
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made subject to a child protection plan, contribute to the plan and attend professionals and core group meetings and attend strategy meetings as well as child protection conferences
- where possible, share all reports with parents prior to meetings
- where a child who has a child protection plan moves from the school or goes missing, immediately inform social care.

After their referral the matter is solely in the hands of the Child Protection Services which has legal rights and responsibilities to decide the next stage. This service is entitled to interview a child without parental consent, visit the child's home, interview family members and, in extreme cases, remove a child to a place of safety. The Police can also make arrests.

Allegations Against a Professional

Boreham Primary School understands that children can be the victims of abuse by those who work with them in any setting. Where there is an allegation that a professional has behaved in a way that has harmed a child or may have harmed a child, possibly committed a criminal offence against or related to a child, or has behaved towards a child or children in a way that indicates he/she is unsuitable to work with children, the allegations will be investigated properly and in line with agreed procedures. Allegations of abuse made against staff will be dealt with by the Headteacher (or the Chair of Governors if the Headteacher is accused). The Head/ Chair will contact the Local Authority designated officer within 24 hours. All allegations of abuse will be taken seriously.

Monitoring and Recording

Accurate records will be made as soon as practicable using CPOMS and will clearly distinguish between observation, fact, opinion and hypothesis. All completed incidents on CPOMS will be alerted immediately to the designated and deputy safeguarding leads as well as other staff if deemed necessary.

More serious behaviour issues are brought to the attention of the Head Teacher who maintains a record of this in the Behaviour Log.

Any bullying issues or issues that discriminate against specific groups are logged and kept by the Head Teacher.

All child protection documents will be retained on CPOMS. These records will be transferred to any school or setting the child moves to. If the child goes missing from education or is removed from roll to be educated at home then the school will retain the child protection file and inform the local authority safeguarding and school attendance team.

Fire Safety

The school has a full fire risk assessment in place. Termly fire evacuation practices take place and these are timed and logged in the fire log book. The fire alarm is tested weekly by the school Caretaker and signed off by the Head Teacher. There are two designated members of staff who have received appropriate fire marshalling training.

Safer Recruitment and Selection

In line with statutory guidance the following will apply for all paid staff and volunteers: An enhanced DBS will be obtained for all staff and regular volunteers. The school holds an up-to-date single central record detailing a range of checks carried out on staff including identity checks. All new appointments who have lived outside the UK will be subject to additional checks as appropriate. When recruiting new staff, there must be at least one member of the panel who has received safer recruitment training.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. Boreham Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

Members of the school leadership team are available daily at the gate or in the school grounds to talk to parents informally in the first instance. This is also an opportunity for parents to discuss any concerns they may have. In addition to this our multi-purpose Family Room can also be made available for parents to with confidence in a more private and calming setting.

Partnership with Others

Boreham Primary School recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all agencies to share information in order to ensure the safeguarding of all children.

School Training and Staff Induction

The school's DSL and Deputy Safeguarding Officer's attend child protection training and refresher training at two-yearly intervals. All other school staff, including non-teaching staff, undertake appropriate induction training and then refresher training annually. New staff are informed of the school's safeguarding and child protection arrangements on induction. Temporary staff and volunteers are made aware of the school's arrangements for child protection, and of their responsibilities.

Children Missing from Education

Where children on roll at Boreham Primary School do not attend school, and there has been no contact from the child's parents or a member of the immediate family, we will refer the case to the Local Authority Welfare service.

Pupil Information

Boreham Primary School will keep up to date and accurate information in order to keep children safe and provide appropriate care for them, including:

- names and contact details of persons with whom the child normally lives.
- names and addresses of all persons with parental responsibility.
- emergency contact details.
- details of any persons authorised to collect the child from school.
- any relevant court orders in place including those which affect any person's access to the child.
- a child who is or has been the subject of a child protection plan.
- name and contact detail of GP.
- any other factors which may impact on the safety and welfare of the child.

Children not Collected

Children who are not collected by parents/carers on time at the end of the school day will be escorted by a member of staff to the school office where a member of the administrative team will attempt to contact parents/carers. If the parents/ carers cannot be contacted then the children will be kept safe and any other priority contacts informed. If no contact is established and there are other concerns (e.g. a reoccurring event) then social care may be contacted.

Children leaving School Premises without Permission

If it is established that a child has left the premises without permission then the parent/ carer and other relevant contacts will be informed together with the Police. Any relevant leads will be pursued such as the parents of friends that the pupil may have chosen to visit.

Crisis Management

Very occasionally there may be an incident in school involving inappropriate behaviour from pupil or parent.

A calm and rapid response is always needed.

Individuals must be charged with dealing with these incidents as discussion may delay response time.

Any staff member may report an incident in the first instance to either:

- the Head Teacher:
- the Deputy Head Teacher.
- a member of the Senior Leadership Team.

Every classroom has a telephone and any member of staff who needs support should phone the school office immediately where a member of the Senior Leadership Team and/ or a member of the administrative team will be on hand for immediate support if necessary.

Any member of staff witnessing a supply teacher or any staff member experiencing difficulty should offer support and then report on to a senior member of staff.

Racism

All members of the school community of Boreham Primary School are clear that any form of racial intolerance is **not** to be tolerated. All staff are aware that any form of racist comment or action must be reported immediately to the Headteacher or in their absence the Deputy Headteacher. These comments may refer to race, culture, religion, language or sexual orientation. All members of the school community could be a victim of racial abuse.

Any prejudice related incidents are logged using CPOMS. We remain vigilant and abide by all protocols for any form of abuse from any member of our school community.

Online Safety

It is essential that children are kept safe in our school whilst using e- technology. Please refer to our e-Safety and Acceptable User policy for further information.

The Head Teacher is responsible for on-line-safety and is aware of the correct methodology for reporting all incidents to the proper authorities when a situation arises. Parents are, and have been made, aware of the inherent dangers of the internet and social networking sites.

It is essential that this is not seen as a computing problem but that it is a child safety problem and the SET procedures should be complied with fully.

Staff have training to ensure that safe practices are implemented within our school.

At Boreham Primary School we will ensure that:

- we make pupils aware of the dangers of the internet through curriculum teaching particularly PSHE and health and sex education.
- software is in place in school to minimise access and to highlight any person accessing inappropriate sites or information.
- pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. If this results in child protection concerns the school's designated lead Safeguarding Officer should be informed immediately.
- pupils do not give out their personal details, phone numbers, name of school, home address or computer passwords.
- the police are contacted if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Staff have regular and ongoing training as to effective computing support and are aware of the requirements of acceptable use of all technology.

Cyber bullying should be reported in the same manner as all other forms of bullying. All teachers and children are given regular reminders as the procedures in alerting the appropriate persons if they encounter improper images in school. The e-Safety incident log is located securely in the Head Teacher's office.

As part of our PSHE we support work at home and at school with cyber bullying as a focus.

Please see our school website for further information on e-Safety.

Making ' Listening to children and parents' happen ASPECTS OF PASTORAL CARE AND BEHAVIOUR MANAGEMENT

HOME SCHOOL AGREEMENT

The Home School Agreement covers commitments by the pupil, home and school, to work together to provide the best educational opportunity for each child coming to the school. In addition to this we send out a parent version of our annual school improvement plan which is also available to view on our school website. Parents are also asked to complete the annual parent questionnaire. A full summary and analysis of the questionnaire is also made available on our school website.

PUPIL SURVEYS

The school conducts Year 2-6 pupil surveys which have a major focus upon pupil safety, behaviour and welfare. Our KS2 children also annually complete the SHEU survey.

THE PREFECT SYSTEM

To emphasise the need for self-discipline throughout this year Year 6 are invested with a higher social status within the school community, tied to a contract and a series of termly rewards. The Year 6 prefect system is an extension of the home school agreement and requires the consent of home and school to be effective.

SCHOOL COUNCIL

Each class from Year 2 onwards will nominate two representatives to the School Council and will ensure that the views of the pupils are expressed to parents, staff and to governors. The School Council meet fortnightly.

THE BUDDY SYSTEM

All Year 6 prefects will take on the role of 'Top Buddy' in the house system. This is to foster a sense of responsibility of caring for others and relying on others. The system will develop trust and confidence and further develop the sense of community that is so important in our school. In turn Top Buddies model the behaviour expected and by association train the Year 5 buddy to take on the role of Top Buddy.

BUDDY MENTORS & PLAY LEADERS

All pupils in Year 6 undertake training during the first half of the Autumn term. This training is delivered by an external partner, MH Youth Developments and through an external partner linked to The Chelmsford School Sport's Partnership. Our Buddy Mentors and Play Leaders are on duty every lunchtime via a rota basis to support pupils in sorting out friendship disputes and to encourage children to participate in a range of games.

CIRCLE TIME

Circle time is often needs driven, immediate and can frequently be unplanned. It is important to recognise that we believe children are unable to make academic progress when they have unresolved emotional conflict.

SCHOOL COUNSELLOR

At Boreham Primary School we employ our own part time counsellor to work with targeted individuals or small groups of children.

SPECIALIST BEHAVIOUR AND NURTURE TEACHER

We also employ a part time specialist behaviour and nurture teacher to provide support to pupils with low self-esteem and emotional and/or behavioural difficulties.

FIRST AID

At least two members of staff hold paediatric first aid certification. The school also ensures that the vast majority of staff within the school have all received up to date first aid training. The school ensures that there is always at least one of member of staff who is first aid trained on school visits off site.

ASSISTING THE HEADTEACHER IN SUPPORTING VULNERABLE FAMILIES

Many parents are finding their child's behaviour an increasingly difficult problem and seek advice and support from the school. Where possible we will help parents to devise strategies and interventions to support their relationship with their child. When the situation is more complex parents will be signposted to a range of agencies that can offer further support and advice.

MENTAL HEALTH

Increasingly we are directing parents to seek medical advice for a range of mental health issues. The school employs its own counsellor to support identified pupils who we feel will benefit from an extensive period of specialist support. Our Governing Body operates an additional Governor Well-Being Committee which is designed to support all members of our school community.

The Headteacher is the named 'Mental Health champion for the school.

Responsibilities of Governing Body

- Ensure that the school contributes to inter-agency working in line with statutory guidance
- Ensure that there is an effective child protection policy in place together with a staff code of conduct policy.
- Ensure that the Designated Safeguarding Lead has the appropriate authority, time, funding, resources and training to provide advice and support to other staff.
- Consider how children may be taught about safeguarding.
- Ensure that an annual safeguarding audit is completed.
- Ensure that the Head Teacher produces an annual safeguarding report and completes the statutory bi-annual online LA safeguarding review.

- Adhere to statutory responsibilities to check staff, take proportionate decisions and ensure volunteers are appropriately supervised.
- Ensure that the school have safer recruitment and selection policies and procedures fully in place and review these regularly.

Policy Review

This policy document will be monitored and reviewed on an annual basis and any necessary revisions incorporated.