Meriden CE Primary School

Approved by Governing Body	September 2022		
Governor Lead	Rosie Weaver		
Nominated Members of Staff	Lucy Anderton, Sarah Parker, Becky Massey		
Signature of Chair		Date	12/9/22
Review Cycle	Annual	Review Date	September 2023
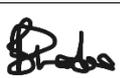
Key contacts

	Name	Contact details [Email address] [Telephone]
Headteacher	Lucy Anderton	**s77landerton@meriden.solihull.sch.uk** 01676 522488
Designated safeguarding lead (DSL)	Lucy Anderton	**s77landerton@meriden.solihull.sch.uk** **01676 522488**
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Senior mental health lead	Lucy Anderton	**s77landerton@meriden.solihull.sch.uk** **01676 522488**
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MERIDEN CE PRIMARY SCHOOL

Safeguarding Policy Statement

- This policy sets out how the governing body of Meriden CE Primary School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.

- The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.

- This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, July 2018), Keeping Children Safe In Education (DfE, September 2022), Inspecting safeguarding in early years, educations and skills settings Ofsted document (September 2022).

- This policy is made available to parents via the school website at Info and Policies | Meriden CE Primary (meridenceprimaryschool.com)

MERIDEN CE PRIMARY SCHOOL SAFEGUARDING POLICY

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

Policy Statement:

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is our paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining an attitude of "it could happen here" where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, attendance lead and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published at Info and Policies | Meriden CE Primary (meridenceprimaryschool.com)

Leadership and Management of Safeguarding

Governing Body

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor.
- Liaising with the headteacher and/or designated staff over safeguarding matters. This is a strategic role rather than operational; governors will not be involved in concerns about individual pupils.
- Supporting the headteacher and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity, through a safeguarding action plan.
- Ensuring school leaders report to the governing body at least annually.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
- Ensuring that training is undertaken at the required frequency by all staff and governors.
- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding.
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding.
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the headteacher, the principal or proprietor or member of the governing body of an independent school. In the event of allegations of abuse being made against the headteacher and/or where the headteacher is the sole proprietor of an independent school, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors be given details of individual cases. Governors may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

A Governing body checklist is provided in Appendix 1.

Specific Safeguarding Roles in School

The nominated safeguarding governor is: Rosie Weaver. She is responsible for safeguarding and to champion good practice; to liaise with the head teacher and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Lucy Anderton and is a member of the Senior Leadership Team.

The headteacher Lucy Anderton leads on safer recruitment work. (In the event of the recruitment of a headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE)** lead is Lucy Anderton.

The **case manager for dealing with allegations of abuse made against school staff members** is the head teacher, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the headteacher** is the chair of governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked After Children** is Sue Frankish and will liaise with the DSL as appropriate.

The **Personal, Social and Health Education** lead is Becky Massey.

The **Medicines in school lead is** Sarah Parker.

The **First Aid** lead is Sarah Parker.

The **Online safety** lead is Emily Chapman

The **Preventing radicalisation** lead is Becky Massey.

The **Behaviour and anti-bullying** lead is Becky Massey .

The **Equality and Diversity** lead is Lisa Evans.

The **Health and Safety** lead is Gary Leek.

The **Environmental Health** (particularly food hygiene) lead is Sarah Parker.

The **Educational Visits** lead is Becky Massey

The **Attendance** lead is Lucy Anderton

The **Whistleblowing** lead is Lucy Anderton.

Our **local police community support officer** (PCSO) is PC Naiyer Khan, Young Persons Officer - naiyer.khan@westmidlands.police.uk

The **School Nurse** can be contacted on 0121 746 4550.

In the event of an emergency, please dial 999 immediately.

Responsibility and Accountability

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

All staff members, governors, volunteers and external providers:

- Are subject to Safer Recruitment processes and checks in relation to their role in the education provision.
- Are expected to behave in accordance with the code of conduct and act on any breach of the code of conduct or any concern about a member of staff or volunteer.
- Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

The *Teacher Standards* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.

Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one and five of keeping Children Safe In Education (DfE September 2022). This training and induction is proportionate to their role and responsibilities.

Suite of Safeguarding Policies and Procedures

A) Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

- The organisation of learning
- Our curriculum
- Our approach to teaching and learning
- How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these basis.

Equality and diversity policy [Info and Policies | Meriden CE Primary (meridenceprimaryschool.com)](meridenceprimaryschool.com)

B) <u>Safeguarding in the School Curriculum</u>

As a school we will ensure that pupils are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum; for example through history, English, drama, and RE; and in particular the personal, social and health education (PSHE), including statutory relationships education in primary schools as well as health education in all state-funded schools. Building confidence and resilience in pupils, ensuring that they know when and how to seek help, and promoting fundamental British Values are integral to this. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to; recognise abuse and when they or others are at risk of harm. This includes broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

i) Relationships and Sex Education

Our Relationships and Sex Education policy outlines our approach to teaching relationships and sex education across the school including how we meet our statutory responsibilities in this area. It is underpinned by our values and complements and is supported by a range of other policies including: policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

ii) Drug and Alcohol Education/Managing Substance Related Incidents

Our Drug and Alcohol Education/Managing Substance Related Incidents policy outlines the school's approach to teaching about drugs and alcohol across the school and meeting the statutory responsibilities in this area. It includes our approach to managing substance related incidents.

iii)   Online and digital safety

Our online safety policies and procedures are framed within *Keeping children safe in education*.

We have a whole school approach to online and digital safety which empowers us to protect our community and educate using technology safely. We have mechanisms to identify, intervene in, and escalate any online or digital safety incident where appropriate.

Online and digital safety in the curriculum

Online and digital safety is a focus in all areas of the curriculum and our staff reinforce safety messages throughout the curriculum. Our **online safety curriculum** is broad, relevant and provides progression, with opportunities for creative activities.

Working with parents and carers

We work with parents and carers to raise awareness of online and digital safety, including them as much as possible in this process so that parents and carers can help ensure their children are also safe at home.

Online safety policy

We have an overarching **online safety policy**, that applies to all members of our community (staff, pupils, and visitors) – *anyone* who has access to any of our digital technology systems, both inside and outside the school. *Visitors* also includes parents and carers, governors and community users.

Acceptable use policies

We have **acceptable use policies** for pupils, staff and visitors. Each of these includes the sanctions that will be applied should a user fail to follow their AUP.

Filtration and monitoring

We do all that we reasonably can to limit users' exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs balanced against risks. We include risk assessments as required by the Prevent Duty. We have procedures that support filtering and monitoring and also to help us deal with incidents where there has been potential misuse or inappropriate/illegal activities.

Use of social media
We have a **social media policy** for our **staff** which makes clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached this policy. The policy covers social media use: on behalf of school; as part of working with [students/pupils]; in their wider professional work; and in their personal life.

We have a **code of conduct** and a **social media policy** for our **governors** which makes clear what standards are expected of governors and their use of social media. It also explains the consequences of inappropriate behaviours.

Mobile technologies – using connected and recording devices

These include (as examples) mobile phones, smartphones, tablets, cameras (still and video), audio recording devices, wearable technology and IOT devices.
All mobile technology used on our premises or by our staff and [pupils/students] on school activities elsewhere is covered by our **mobile technology policy**.

Media recordings – audio, image and video (including digital files)

Appropriate media recordings are taken (including pupils) to capture curriculum activities, wider activities or as celebrations of school life. We have separate guidelines that must be followed when making media recordings on our premises or as part of our activities elsewhere. However, for clarity:

- Written permission from parents or carers must be obtained before media recordings of pare published on the school website/social media or in the press.

- Staff and volunteers are allowed to take media recordings to support educational aims, but must follow school policies concerning the sharing, distribution and publication of the media or files. Those media recordings should only be taken on school equipment unless there is prior agreement with the headteacher.

- All school media recordings will only be stored, edited or archived onto school systems and equipment unless there is prior agreement with the headteacher.

- Pupils must not take, use, share, publish or distribute media recordings of others without their permission.

- This is a link to the NSPCC photography and sharing images guidance area -

- https://learning.nspcc.org.uk/research-resources/briefings/photography-sharing-images-guidance/

Information and data security

We take information and data security seriously. We have a separate **data protection policy**, setting out how we comply with data protection legislation.

C) Health and Safety Safeguarding

i)   Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid

Under the Health and Safety at Work etc. Act 1974, **the school employer has overall responsibility for health and safety** and must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises. The LA is the employer in community and voluntary controlled schools, community special schools, maintained nursery schools and pupil referral units. The governing body is the employer in voluntary aided and foundation schools and the academy

trust is the employer in academy schools. The proprietor, board of trustees or equivalent is the employer in independent private or fee-paying schools.

For further information on health and safety, please refer to the guidance on the Solihull Schools Extranet. The Health and Safety Executive also have detailed advice and guidance relating to Education and Schools on their website at www.hse.gov.uk

ii) Emergency Advice and Support for Educational Establishments (EASEE)

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

iii) Barring of individuals from school premises

On extremely rare occasions, school leaders do need to seek to bar a person from the school site. The DfE (2018 advice: Controlling access to school premises) should be followed. https://www.gov.uk/government/publications/controlling-access-to-school-premises

Legal advice should always be sought.

iv) Educational Visits

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.

D) Child Protection Safeguarding

i) Legal Clarification

Where the education provider requires legal advice, for example, in a private family law case a school may be asked to provide information or report in the context of court proceedings. In this case advice should be sought from legal services. The Solihull MBC duty legal team can be contacted by email on legalsocialcare@solihull.gov.uk. If there request for legal advice is pressing or urgent, please contact the duty solicitor on 0121 704 6002/6003. There may be a charge for this service.

ii) Child Protection

Our separate child protection policy sets out the education provision's approach to dealing with any child protection concerns.   It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour-based violence (including female genital mutilation and forced marriage), preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol), radicalisation and extremism, gangs, serious violence including youth violence (including knife crime) and peer on peer abuse.

iii)   Staff Code of Conduct (also known as staff behaviour)

All staff are familiar with the code of conduct. This is issued at induction and revisited periodically. Any breach of the code of conduct should be brought to the attention of the headteacher where:

- A staff member self-reports that they have breached the code of conduct.
- A staff member is concerned by the behaviour of another member of staff who has appeared to have breached the code of conduct.
- A member of the management team has identified behaviour or conduct which may be in breach of the code of conduct
- It has come to the attention of a member of staff via another source that a staff member has breached the code of conduct.

iv)   Behaviour and Anti-Bullying

All staff are familiar with our behaviour and anti-bullying policy. This is issued at induction and revisited periodically. Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

v)   Attendance

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy.

vi)   Procedures for uncollected children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the Solihull multi-agency safeguarding hub (MASH) should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

vii)   Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

- Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

- The designated safeguarding lead has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

The virtual school for looked after children can be contacted on 0121 704 8622, email: pereducplan@solihull.gov.uk, and website: https://www.solgrid.org.uk/education/support-services/solihull-virtual-school/.

viii)   Safer Recruitment and Safer Working Practice

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy outlines our approach.

We maintain a single central record which is reviewed by the safeguarding governor regularly. The single central record includes:

- Identity check
- Right to work in the UK check
- Disclosure and barring service check
- Barred list check
- Prohibition form teaching check
- Section 128 Check Prohibition from management check (for independent schools and academies :)
- European Community Area Check (ECAC Check)
- Overseas check
- Disqualification from childcare check request (where required)
- Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

viii) Alternative Provision

Where we contract with an alternative provider to provide part of or all of a pupil's education, we ensure:

- That the provision has been subject to a robust Quality Assurance process and has been deemed to be both generally suitable for Solihull pupils and suitable for the needs of a specific pupils The Quality assurance process checks that all appropriate health and safety and safeguarding arrangements are in place;

- Appropriate vetting procedures for staff, volunteers and visitors are in place and leaders at the provision have provided up-to-date, detailed, written confirmation of this;
- The provision is a registered where the threshold for required registration with the DfE has been met (providers must be registered if five or more full time pupils are on roll, or one such pupil with and Education, Health and Care Plan or who is looked after;
- That pupils are visited frequently in their provision and listened to so that we can be sure that they are safe and well cared for;
- Clarity on the contractual arrangements;
- That pupils attend the provision regularly and that there are clear arrangements in place for swiftly reporting non-attendance;
- Clear plans are in place around behaviour, recording and reporting inappropriate or declining behaviour;
- That systems are in place to report on pupils' learning and achievements.

ix)   Other Providers Operating on Education Provision Site (Lettings and Contracted Arrangements)

Where other providers operate on the school site, through lettings or contracted arrangements, the school should ensure that robust safeguarding procedures are in place. A separate lettings agreement checklist is provided in Appendix 2.

ixx) Managing Allegations

All staff are familiar with the provisions and procedures for managing allegations against staff, contractors/agency staff and volunteers (including governors/trustees), and the provision follows the local authority managing allegations policy.

- An allegation about a member of staff, contractor/agency worker or a volunteer should be brought to the immediate attention of the headteacher.
- An allegation about the headteacher should be brought to the immediate attention of the chair of governors.
- Allegations can be brought directly to the attention of the local authority designated duty officer.

All concerns should be recorded and a chronology of concerns kept by the case manager (headteacher or chair of governors). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (e.g. details on school website, letters to parents, parent induction meetings).

The headteacher (allegation against a member of staff, contractor/agency worker or volunteer) or chair of governors (allegation against the headteacher) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised.

E) Inclusion and Safeguarding Practice

i)   Pupils with Special Educational Needs and Disabilities

Pupils with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges schools and colleges should consider extra pastoral support for pupils with SEN and disabilities.

The special education needs co-ordinator works closely with the designated safeguarding lead and medicines in schools lead to ensure vulnerable pupils are safeguarded.

ii)   The Use of Reasonable force

There are occasions where physical contact, other than reasonable force, is instrumental and an important part of professional practice (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.). Any intervention involving any degree of force will fall into two broad categories:
- Planned interventions
- Unplanned/ emergency interventions

It is the expectation that as far as possible schools, settings and services will be restraint free. Any use of force carries risk to the young person and members of staff involved and must be an act of last resort.

The DfE believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. Headteachers, principals, governing bodies and proprietors are encouraged therefore to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

iii)   Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our medicines in school policy which has been developed in line with local authority guidance.

It is important that the lead for medicines in schools works closely with the designated safeguarding lead and the special education needs co-ordinator to ensure appropriate information is shared to safeguard pupils.

iv) Intimate Care

The governing board recognises its duties and responsibilities in relation to the Equality Act 2010 which requires that any pupil with an impairment that affects his/her ability to carry out day-to-day activities must not be discriminated against.

F) Complaints

Procedures for dealing with complaints are clearly set out in the school's complaints policy and are available to parents via the school website.

G) Whistleblowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. 'Whistleblowing' is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a 'protected disclosure'.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

- A criminal offence
- Breach of any legal obligation
- Miscarriage of justice
- Danger to the health and safety of any individual
- Damage to the environment
- Deliberate concealing of information about any of the above

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding regime through the whistleblowing policy. This is in their staff handbook.

H) Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding issue which they may find stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.

- Access to the Employee Assistance Programme – Health Assured Free 24 hour confidential Helpline 0800 030 5182. There is also online health portal access 24/7 using the following login details:

www.healthassuredeap.co.uk

Username: **Solihull**
Password: **MBC**

This service can also provide counselling if appropriate.

- Referral to Occupational Health

In the event of a violent incident the violence and aggression at work policy and risk assessment should be followed. Appendix 8

i)   Domestic Abuse Workplace Policy

The Solihull MBC domestic abuse workplace policy provides guidance for staff on how to act if they are concerned about domestic abuse.

Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

- Line management and task management of staff.
- Audits of safeguarding records.
- Discussions with staff involved in safeguarding work.
- Pupil surveys, questionnaires and evidence of the pupil voice in safeguarding work.
- Scrutiny of data sets.
- Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a coordinated approach).
- Review of parental concerns and parent questionnaires.

Success Criteria:

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.

2. Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.

3. Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.

4. Content of the policy remains up to date with reference to relevant legislation and local guidance.

5. Safeguarding action plan implementation, monitoring, evaluation and impact.

6. School self-evaluation activity including local authority safeguarding compliance procedures.

APPENDIX 1: Governors' Safeguarding Responsibilities Checklist

KCSIE Governing Body / Proprietor responsibilities from KCSIE (September 2022)

Statement	Evidence
Legislative Frameworks	
All governors and school leaders have read Keeping Children Safe in Education (DfE 2022) Part 2.	
Governors ensure the school or college contributes to inter-agency working in line with Working Together to Safeguard Children 2018: - Providing a coordinated offer of early help when additional needs of children are identified. - Contributing to inter-agency plans to provide additional support to children subject to child protection plans. - Allowing access for children's social care staff to carry out their work.	
School ensures safeguarding arrangements take account of the procedures and practice of Solihull Local Safeguarding Children's Partnership.	
A member of the governing body (usually the chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse being made against the headteacher/principal/proprietor or member of governing partnership of an independent school.	
School has effective policies in place which are provided to all staff including temporary staff and volunteers: - Safeguarding policy - Child protection policy - Staff behaviour policy - Pupil behaviour policy - Attendance policy	
School's child protection policy describes procedures and reflects current government guidance (KCSIE 2022) and locally agreed LSCP procedures.	
School's child protection policy is updated (at least annually) and made available publicly on the school website (or by other means).	
Head teachers and principals fully adopt these policies and procedures which are ratified by governing bodies and proprietors.	
Governors hold school leaders to account for pupil attendance rates for: all pupils, disadvantaged pupils, disadvantaged free school meal pupils, pupils with special educational needs and disabilities, Gypsy Roma Traveller Pupils and persistently absent pupils.	
Governors hold school leaders to account for off-rolling. "Off-rolling is the practice of removing a pupil from the school roll without a formal permanent exclusion or encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school not the child"	

Statement	Evidence
Governors hold school leaders to account for pupil behaviour, ensuring the pupil behaviour policy is fully implemented, rewards and sanctions are consistently implemented.	
Effective multi-agency support is sought to de-escalate behaviour concerns and address issues, eg, working with the youth offending service, support through a police intervention. Concerns are escalated if support is not effective.	
Impact known of fixed term exclusions on improving pupil behaviour?	
Governors hold leaders to account on rates of exclusion and adherence to policy.	
The school has appointed a member of staff for the school leadership team to the role of DSL. A deputy DSL is also nominated in the event of the DSL not being available.	
The role of the DSL is explicit in the role holder's job description, and in the role of deputy DSLs	
The DSL (and deputy/ies DSL) is appropriately trained by attending LSCP module 2 multi-agency training (formerly level 2 training) and refreshing by attending at least biannually (preferably annual) the DSL Education Training Conference	
Governors hold DSL to account and evidence how young people in school are safe:	
In addition, the DSL has attended LSCP multi-agency training on local priorities: - Child criminal exploitation - Early help - Neglect	
The headteacher and all staff members undergo child protection training which is updated regularly.	
All staff and governors have read and understood Part 1 of Keeping Children Safe in Education (2022).	
Children are taught about safeguarding in the context of a broad and balanced curriculum: personal, social, health education; relationships and sex education.	
A single central record is maintained in line with Part 3 Keeping Children Safe in Education (2022).	
Safe recruitment processes are in place in line with Part 3 Keeping Children Safe in Education (2022) entitled "Safer Recruitment".	
Managing allegations policy and procedures are in place to handle allegations against members of staff and volunteers. Allegations must be referred to the LADO. This is outlined in Keeping Children Safe in Education (2022) Part 4 "Allegations of Abuse made against Teachers and other staff".	
Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns.	
All staff and governors have received safeguarding awareness training	
Procedures are in place to handle allegations against other children (child on child abuse).	

Statement	Evidence
The child's wishes or feelings are taken into account when determining actions or providing services.	
Staff members do not promise confidentiality to the child and always act in the interest of the child.	
A designated teacher is appointed to promote the educational achievement of children who are looked after and ensure this person has been appropriately trained.	
The DSL for child protection and designated teacher for looked after children share information about the child's social worker and name of the virtual school head in the authority that looks after the child.	
An effective attendance policy and procedures are in place.	
The school has systems in place to ensure safeguarding responses to children who go missing from education, particularly on repeat occasions.	
A supervision policy is in place and supervision arrangements for all staff involved in child protection work are in place.	
The governor code of conduct been issued to all governors and read by all governors/trustees and revisited annually?	

APPENDIX 2: Lettings Checklist for Providers using the School Site

Name of School Providing the Letting: …………………………………………………

Name of provision letting (name and signature): ……………………………………..

Agency/Sector (e.g.: education, early years, childcare, over 8 years play work, health): …………………………………………………….

Owner of Provision (name and signature): …………………………………………

Manager of Provision (name and signature): …………………………………………

Confirmation of Safeguarding Arrangements for Letting Agreements

Designated Member of Staff for Child Protection	YES	NO
Name of Designated Member of Staff		
Designated member of staff has attended the Solihull Safeguarding Partnership training for designated members of staff for child protection (module 2 multi-agency working, and child criminal exploitation, early help and neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education (2022)?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members • Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection? • Receive child protection awareness training within 12 weeks of appointment?	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns (page 12 Keeping Children Safe in education 2022), particularly how to act to safeguard pupils who are at risk of or experiencing child criminal and sexual exploitation, child on child abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?	YES	NO
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with Solihull LSCP requirements?	YES	NO

Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children's workforce DBS check (in line with SMBC model SCR?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by <u>all</u> including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education (2022)?	YES	NO
Have leaders involved in managing allegations attended LSCP managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an e-safety policy and protocols to ensure the safety of children and young people?		
Has your club/organisation achieved Clubmark status?	YES If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please state	NO
Further guidance via NSPCC website: **"Are they safe? A guide to safeguarding in England for leaders of groups in the voluntary and community sector"**. link to NSPCC.org.uk **"Briefing for Schools: Organising safe sporting events"** link to NSPCC safe sporting		

- https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
- https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak

For the school providing the letting to complete:

I ……………………………………… (headteacher or senior leader) have reviewed this risk assessment and:-

- I am satisfied that ……………………………….. (name of provision) has the appropriate safeguarding arrangements in place to let the …………………. (state area) on the school site.

- I am not satisfied that ………………………………… (name of provision) has the appropriate safeguarding arrangements in place to let the ………………………….. (state area) on the school site.

As a result:-

- The provider can let the premises.

- The following actions need to be undertaken before the provider can let the premises.

- The provider cannot let the premises.

Signed …………………..……………..

Name …………………….…………

Date …………………………..……..

APPENDIX 3: Safeguarding policies and procedures

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our child protection policy which can be viewed in the policies section on our website at https://www.meridenceprimaryschool.com/info-and-policies

Policies, procedures and requirements	Review date
Child protection*	September 2023
Looked after and previously looked after children – designated teacher	January 2024
Pupil premium statement & policy	September 2023 / June 2025
Mental health and wellbeing	September 2023
Equality information and objectives	October 2022
Special educational needs and disabilities	November 2022
Disability Equality Scheme and Accessibility plan	October 2023
Premises management documents	May 2025
Health and safety	May 2023 / W Drive - Key Documents file for staff
Risk assessments	December 2022 Visit risk assessments held on Evolve online system / Personal risk assessments in HT file
First aid	December 2022
Lettings	Finance Policy – Secure I Drive & G drive - Review 2023
Attendance	May 2025

Behaviour management and use of physical intervention	February 2023
Behaviour principles written statement	September 2023
Exclusions	March 2022
Anti-bullying & Behaviour	December 2022
Online safety	February 2024
Acceptable use of social media (staff)	W Drive – Key Documents all staff Review February 2022
Mobile and smart technology	February 2025
Data protection and information sharing	May 2023
Protection of biometric information	See above – included in Data Protection Policy
Education for children who cannot attend school because of health needs	February 2023
Medicines in school	January 2023
Personal and intimate care	February 2023
Staff discipline, conduct and grievance	November 2022
Staff behaviour/code of conduct	September 2023
Statement of procedures for dealing with allegations of abuse against staff	December 2024
Safer recruitment	January 2023

Single central record of recruitment and vetting checks*	As needed. Office Manager & Headteacher – Secure G drive
Visitors' protocol	September 2023
Governor code of conduct	September 2023
Early years foundation stage*	June 2023
Relationships and sex education	June 2025
Drug and alcohol education/managing substance related incidents	June 2023
Educational visits	March 2025
School complaints*	October 2022
Whistleblowing	September 2024
Confidentiality	June 2023
Admissions, Arrivals and Departures	November 2022
Anti-radicalisation	September 2023
Children Missing Education	June 2023
Evacuation	March 2024