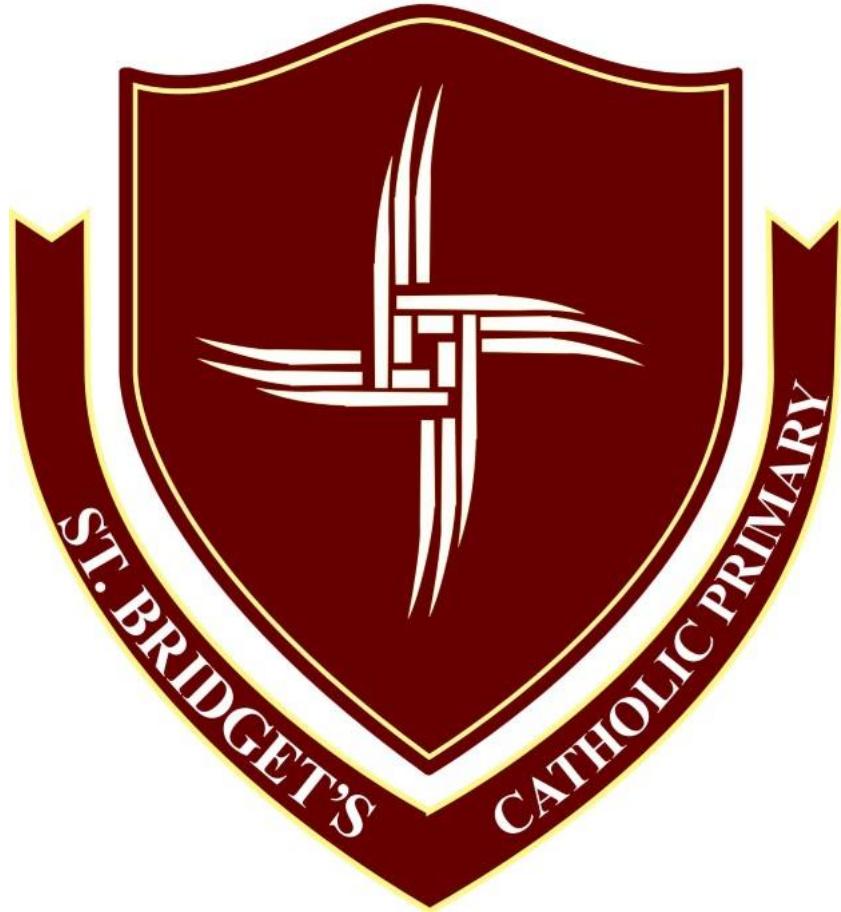


St. Bridget's Catholic Primary School



Overarching Safeguarding Statement

Headteacher: Mrs. Suzanne Smith

Chair of Governors: Mr. Paul Farran

St. Bridget's Catholic Primary School

OVERARCHING SAFEGUARDING STATEMENT

This Statement will be reviewed as and when required.

Introduction

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE Keeping Children Safe in Education, September 2019, the DfE Statutory Framework for Early Years Foundation Stage (2014), Working Together to Safeguard Children (2015). The school will also refer to, and follow the policies and procedures developed by the Cumbria Safeguarding Children Partnership (CSCP).

Because of our close day to day contact with children, education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage.

The Governing Body and staff of St. Bridget's Catholic Primary School take seriously our responsibility under Section 175 Education Act 2002 to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

This is further cemented by the DfE Statutory Framework for the Early Years Foundation Stage (2014) which sets out the general safeguarding and welfare requirements for EYFS children.

Our statement and supporting policies and procedures relate to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within PHSE and within the safety of the physical environment provided for the pupils.

Ofsted's Definition of Safeguarding

Ofsted has defined the term Safeguarding as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e-safety; and appropriate arrangements to ensure school security, taking into account the local context.

It includes issues for schools such as neglect; physical abuse; sexual abuse and emotional abuse; bullying, including online bullying and prejudice-based bullying; racist, disability, and homophobic or transphobic abuse; risks linked to using technology and social media, including online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content e.g. sexting; peer on peer abuse (such as sexual violence and sexual harassment between children); gender-based violence/violence against women and girls; radicalisation and/or extremist behaviour; children missing education; child sexual exploitation and trafficking; child criminal exploitation including county lines; teenage relationship abuse; substance misuse; issues that may be specific to a local area or population, for example gang activity and youth violence; and particular issues affecting children including domestic violence, homelessness, so-called honour-based violence (female genital mutilation, forced marriage, breast ironing etc.); fabricated or induced illness and poor parenting, particularly in relation to young children. (*Inspecting Safeguarding in Early Years, Education and Skills – September 2019*).

This Safeguarding Statement should therefore be understood alongside other school policies which may fall under the safeguarding ‘umbrella’ as listed at the end of this document. Related Policies and procedures can be found in the office. Some are also available to access via the school website or on request.

All relevant policies will be reviewed in accordance with the latest DfE Guidance (Sept 2014) by the Governing Body (or the persons nominated by them to approve such documents) which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. There is also a nominated Governor who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head teacher. In the event of allegations of abuse being made against the Head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegation should be reported directly to the designated officer(s).

Our school is a community and all those directly connected (staff, governors, volunteers, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments from all these stakeholders contributing to this process.

Ethos

St. Bridget’s Catholic Primary School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

St. Bridget’s Catholic Primary School will endeavour to support the welfare and safety of all pupils through:

- maintaining children’s welfare as our paramount concern;
- ensuring the content of the curriculum includes social and emotional aspects of learning;
- developing and implementing policies for tackling bullying; racist abuse; harassment and discrimination and ensuring these are included in the curriculum;
- ensuring that child protection is included in the curriculum to help children stay safe; to understand what constitutes a healthy relationship both online and offline and to recognise when they don’t feel safe and identify who they might/can talk to;
- the provision of suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties;
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right;
- working with parents to build an understanding of the school’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;

- ensuring all staff are able to recognise the signs and symptoms of abuse through ongoing training and support and are aware of the school's procedures and lines of communication;
- developing their spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values;
- ensuring that staff are aware of the role of the Designated Safeguarding Lead;
- provision of further training for staff/governors which will be updated regularly and inclusion of child protection issues in the induction of new staff/governors;
- ensuring we practice safe recruitment in checking the suitability of staff, governors and volunteers to work with children;
- monitoring children and young people who have been identified as having welfare or protection concerns, particularly those who are looked after by the Local Authority; keeping confidential records which are stored securely and shared appropriately with other professionals;
- having arrangements in place to support children with special educational needs or disabilities (SEND) having regard to the Special Educational Needs and Disabilities (SEND) Code of Practice and have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO);
- developing effective and supportive liaison with other agencies;
- implementation of documented safeguarding and health and safety policies including the organisation and arrangements for maintaining the health, safety and welfare of all those involved with the school, including pupils, which include:
 - assessing risks to children and developing and implementing effective controls to prevent accidents or incidents;
 - ensuring there is sufficient first aid provision in the form of equipment and appropriately trained staff both in school, extended schools and educational visits;
 - **EYFS ONLY** - ensuring there is at least one person who has a paediatric first aid certificate on the premises and available when children are present and must accompany children on outings (*we will choose training providers with a nationally approved and accredited first aid qualification or one that is a member of a trade body with an approval and monitoring scheme and training will cover the course content as for St John Ambulance or Red Cross paediatric first aid training and be renewed every three years*);
 - ensuring that procedures in line with OEAP National Guidance <http://oeapng.info/> guidelines are followed and implemented in relation to learning outside the classroom/educational visits including the need for adequate planning, supervision and risk assessment;
 - ensuring a clear policy on supporting pupils with medical conditions is implemented to meet the needs of pupils with short or long-term medical needs and medicine is only administered in accordance with school policy and the DfE Supporting Pupils with Medical Conditions Statutory Guidance (2014);
 - ensuring staff are familiar with the protocols for intimate care and maintaining dignity in line with school Policy;
 - ensuring staff, pupils and parents are familiar with the Whole School Behaviour Policy which includes the use of discipline, sanctions and rewards and which also focuses on preventing and reacting to cases of bullying and cyberbullying;
 - ensuring staff are aware of the definition of reasonable force and when this can be used and that sufficient staff have been trained in de-escalation and positive handling techniques;
 - ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;
 - **EYFS ONLY** - keeping a written record of accidents or injuries and first aid treatment and informing parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given;
 - inspection and maintenance of the grounds including trees and physical site security measures to safeguard pupils, staff and any other users of premises;
 - inspection and maintenance of equipment, machinery and services in line with current legislation and manufacturer's instructions by competent person ;

- ensuring staff receive adequate induction and regular training and instruction in subjects which maintain the health, safety and welfare of themselves and others (including children) such as safeguarding and child protection; first aid, manual handling, lifting and handling, positive handling, food hygiene, use of machinery, safe use of hazardous substances, physical education, educational visits, fire safety, risk assessments etc.
- children receive regular instruction in fire safety and participate in regular fire drills;
- ensuring hazardous substances including asbestos containing materials, radon legionella risks are managed in line with relevant legislation;
- ensuring meals, snacks and drinks provided to children are healthy, balanced and nutritious and ensuring fresh drinking water is accessible at all times;
- obtaining information before a child starts school about any special dietary requirements, food allergies and special health requirements, and ensuring all relevant personnel are aware of these;
- ensuring there are suitable facilities for the hygienic preparation of food and ensuring that those responsible for preparing and handling food are competent to do so;
- securely maintaining pupil data, including digital images in line with the Data Protection Act and school Policy;
- including internet and communication safety in the curriculum in line with school Policies to enable children to access technology safely;
- ensuring that the use of technologies including mobile phones and cameras by pupils, staff and others is managed effectively in line with school Policies and procedures are in place to prevent and manage instances of cyberbullying;
- ensuring children are adequately supervised during the school day, extended schools and on off site visits including break times and before and after school;
- ensuring there adequate pedestrian-vehicle separation on school grounds;
- ensuring only local transport is hired where seat belts are fitted and ensuring children wear them;
- ensuring booster seats/cushions are used in private vehicles for pupils under 12 years and 4ft 5in;
- ensuring vehicles in which children are being transported, and the driver of those vehicles, are adequately insured;
- ensuring we release children only into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised.
- ensuring we take all reasonable steps to prevent unauthorised persons entering the premises;
- ensuring the dangers of the sun form part of the PSHE/science curriculum; parents are informed of school sun safety procedures and staff are proactive in sun safety measures in line with school Policy.

Partnerships with others

Schools do not operate in isolation. The welfare of children is the corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. The school follows LA inter-agency safeguarding procedures (as endorsed by the Cumbria Safeguarding Children Partnership), will work within the Cumbria SCP Multi-agency Thresholds Guidance and has links with the Local Authority, the Clinical Commissioning group for the area, the local Police, Children's Centres and the Education Social Care Service.

We recognise the importance of information sharing between professionals and local agencies and take account of guidance issued in 'Working together to safeguard children'; 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' and the Cumbria SCP 'Information Sharing Protocol'.

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the referral procedures as outlined on the Cumbria SCP website and within the ***School Child Protection Policy and***

procedures. In other cases where the child or family would benefit from early intervention, we will put in place appropriate ‘early help’ strategies, working with other agencies as appropriate and where necessary.

Training and Support

Our school will ensure that the Designated Safeguarding Lead (DSL) and deputy DSL attend suitable child protection training which is updated every 2 years; all staff including the Head teacher, the designated teacher (looked-after and previously looked-after children), the designated Governor/the Governing Body receive safeguarding and child protection training at induction (relevant to their roles) which is updated regularly. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All other adults who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively.

The DSL has attended/undertaken Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism. Other staff to receive this training will be determined through risk assessment.

There is a designated Health and Safety Coordinator in school who has received appropriate training in relation to their role e.g. IOSH Managing Safely in Schools training or similar.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there is also a designated Educational Visits Coordinator who has received training and refresher training in planning and managing off-site visits.

There is a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction, first aid, supporting pupils with medical needs including general awareness training, training in the administration of medication and any training regarding complex medical needs of children (from a medical professional as necessary); asbestos management, fire safety, positive handling, moving and handling, risk assessment, food hygiene, and other training commensurate with the roles and responsibilities of staff.

Professional Confidentiality

Our school has a clear confidentiality policy which forms part of the School Child Protection Policy which is reviewed annually as part of full governors and Initial Staff Inset and is presented to all working adults within the school. This is in line with the DfE ‘Information Sharing – Guidance for Safeguarding Practitioners’ March 2015.

Safer Recruitment and Selection

The school pays full regard to the DfE statutory guidance ‘Keeping Children Safe in Education’ (September 2019). The Governing Body/Proprietor will deter and prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to carry out appropriate checks on staff or others who work (paid or unpaid) unsupervised with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring those without full checks are appropriately supervised. The school has a written Recruitment, Selection and Pre-Employment Vetting Policy and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body ensures that at least one person on any appointment panel has attended safer recruitment training.

Further details can be found in the ***School Child Protection Policy and procedures and the School Recruitment, Selection and Pre-Employment Vetting Policy and procedures.***

Related School Policies

(to be read and followed alongside this document)

- Child Protection Policy and procedures
- Peer on Peer Abuse Policy and procedures
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Whole School Behaviour Policy including procedures for preventing and dealing with all types of bullying and discrimination, unacceptable behaviour, drug misuse etc.
- Relationships and Sex Education Policy
- Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record (restricted access)
- Supporting Pupils with Medical Conditions Policy and procedures
- Code of Conduct for staff and others who work with children
- Single Equality Scheme/Equality Objectives
- Data Protection Policy
- Accessibility Plan
- SEND Policy/Information report
- Guidance on the Use of Photographic Images
- Safeguarding, Health and Safety Induction procedures
- Positive Handling procedures
- Missing Child procedures
- Intimate Care procedures
- Educational Visits procedures
- First Aid and Accident Recording and Reporting procedures
- Emergency procedures (including Lockdown Procedures)
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal Inspections and Buildings Register/Maintenance records)
- Lettings Arrangements
- Safeguarding Children – Contractors Code of Conduct leaflet