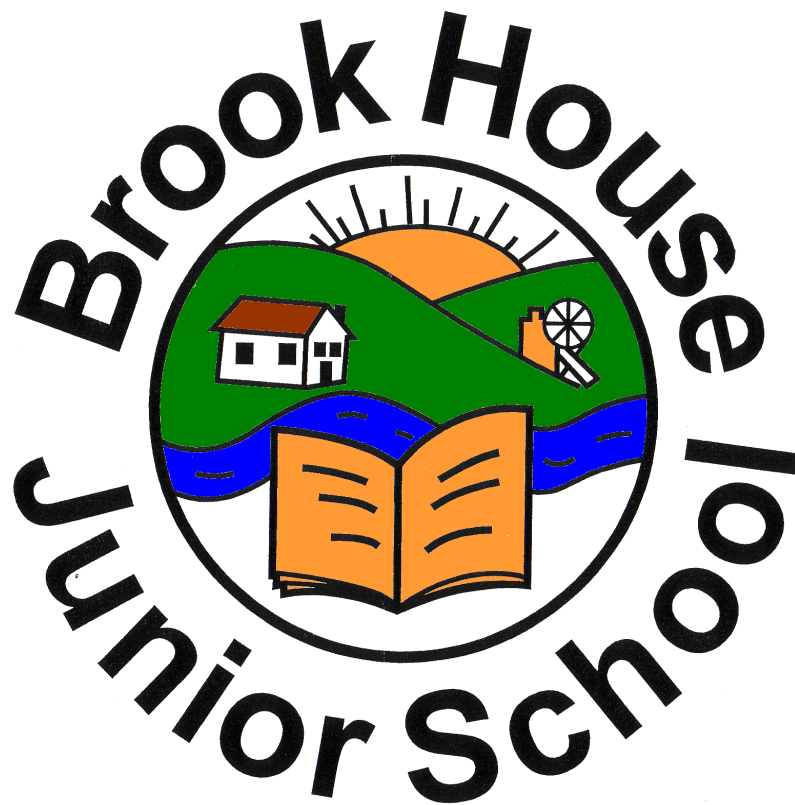


Brook House Junior School

SAFEGUARDING POLICY



November 2015

The Brook House Junior School Safeguarding Children Statement

At Brook House the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:

The Health and Safety Policy

The school has a health and safety policy, which is monitored regularly by the school. The Headteacher and the Governors oversee the policy. Any concerns from staff are reported to any of the above who carries out an initial examination, assessing what remedial action needs to take place. Each term there is a fire drill that practices efficient evacuation from the buildings.

First Aid

In school there are two trained members of staff who volunteer to oversee First Aid, (Mrs Woodall and Mrs Bayliss). Every member of staff has undertaken First Aid training. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

School policy is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Headteacher.

Site security

The site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates should be locked at playtimes and lunchtimes.
- All Exit Doors should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the reception. They should sign in and be given a visitors badge on entry.
- Children are reminded regularly not to open the main doors in school to anyone; they must alert an adult within school immediately.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours
- Should a child leave the school premises without permission then staff should inform the head/school office and follow guidance in staff handbook

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts. The school works closely with the Authority's Welfare officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents.

Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality. The school celebrates good attendance weekly through attendance assemblies that reward the best attending class. The school also has a noticeboard that shows the whole school target for attendance whilst celebrating good attendance in the school.

Appointments of staff and induction of newly appointed staff and work placements

All staff that are appointed to work in school have a criminal records search called a CRB check. This search highlights people who have a criminal record or if previous allegations have been made against them. A record (Single Central Record) of all members of the school community who have CRB checks is kept in the school office and is maintained by the Office Manager, Mrs Maddock. The LA is informed directly by the Criminal Records Bureau. The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has undertaken the NCSL training on Safer Recruitment. New staff are inducted into safeguarding practices as part of their induction process.

Induction of volunteers

Volunteers must also have Criminal Records Bureau clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "99" check. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full CRB search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Child Protection Policy

The designated adult for Child Protection is Mr M Hinchliff, Deputy CPO Miss Y Bielby and the designated governor is Mrs S Wallace. It is the Governing Body's duty to ensure the Child Protection policy is reviewed annually and any deficiencies within the policy addressed immediately. All staff has had appropriate child protection training, which is updated at least every three years.

This school follows DfES guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. All allegations of abuse by or complaints of a teacher will be dealt with following the Local Safeguarding Board procedures. For any complaints about the Headteacher the Chair of Governors should be contacted directly.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk by creating a risk assessment which is passed on to the Headteacher for authorisation.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. Further clarification in regard to the school's 'e' safety provision is provided in the school 'E' Safety policy.

As Child Protection Officer the Headteacher has overall responsibility for internet safety.

Behaviour Policy (see Behaviour Policy for more detail)

Good behaviour is essential in any community and at Brook House Junior we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. The school has a set of core values that guide the expectations for behaviour at all times. These are on display prominently throughout the school. There are numerous rewards available to children:

- Stickers
- Showing another teacher good work
- Sparkle and Shine certificates.
- Housepoints

But the sanctions range from:

- A warning, name on cloud/board etc
- Loss of playtime and/or lunchtime play
- 'Time Out' where a child misses playtime and spends time with a senior leader to reflect upon their behaviour.
- A letter home
- Exclusion

Anti Bullying Policy

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

The schools response to this is unequivocal. Adults must be informed immediately and action will take place including recording the incident on a bullying form recording sheet kept in the heads office.

Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-bullying Policy which outlines the school's position on this.

Race Equality

Along with the equal opportunities policy there is also a Race Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. The schools response to any forms of racism is unequivocal. Adults must be informed immediately and action will take place including recording the incident on a racist incident recording sheet kept in the heads office.

Racism is tackled in both the RE and in the PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children also. All racist incidents are reported to the Local Authority and Governing Body on an annual basis.

Prevent Duties

Brook House Junior School will ensure that staff, governors and volunteers adhere to the responsibilities set out in the Prevent Guidance 2015, which aims to prevent radicalisation of children. The Headteacher and Chair of Governors will:

- establish or use existing mechanisms for understanding the risk of extremism;
- ensure staff understand the risks, and build capabilities to deal with issues arising; communicate the importance of the Prevent Duty;
- ensure staff implement the requirements of the Prevent Duty.

Brook House Junior School will seek to work in partnership with other agencies e.g. local Police, undertaking risk assessments where appropriate and proportionate, building our children's resilience to radicalisation. The school will also seek to access 'Channel Training' for children, where this is age appropriate.

See Appendix 1 'Indicators of vulnerability to radicalisation'.

Female Genital Mutilation (FGM)

Brook House Junior School recognises and understands that there is now a mandatory duty for all teachers to report to the Police where they believe an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action.

All suspected or actual cases of FGM are safeguarding concerns, and appropriate safeguarding procedures must be followed. If members of staff are concerned about a pupil, they must report their concerns to the Safeguarding Designated Lead in the School. More information on FGM can be found in **Appendix 2**.

Photographing and videoing

All parents are asked to sign a form when their children start school indicating their level of permission to use photographs or pieces of film for publicity / or on the school website. Whenever photographs are taken of children the school will ensure that no images of children are allowed outside of the permission parameters provided by Parents.

Parents may photograph their children / video school events such as the Christmas performances with the headteacher's permission and on the understanding that the photos/videos are for their own personal use.

Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a current Whistleblowing Policy.

Further information about Safeguarding may be found on Sheffield's Safetynet website:
www.safeguardingsheffield.org.uk

Appendix 1

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

3. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

5. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;

- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and significant changes to appearance and / or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 2

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement

- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

□

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity

November 2015 – This policy will be reviewed annually.

