



Madley Primary School

Safeguarding and Child Protection Policy

Date established by governing body: Autumn Term 2024

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Designated member of staff responsible for child protection (Designated Safeguarding Lead or DSL): Mr Lee Batstone

Deputy designated member of staff responsible for child protection (Deputy Designated Safeguarding Lead or DDSL): Mrs Clare Lee

Governor responsible for child protection: Mrs Sally Johnson

Governor responsible for Looked After Children (LAC): Simon Lockett

All staff, including support staff are trained to at least **Level 1**. Further Staff Training: **Level 5: Lee Batstone and Mrs Clare Lee. Level 3: Mrs Sally Johnson. Safer recruitment:** Mr Lee Batstone (HT), Mrs Sally Johnson (Governor) and Miss Emily Watkins (Administrator). An up to date record of safeguarding and safety-related training and qualifications is held in the admin office.

1. RATIONALE

1.1 This policy reflects our active commitment to promote and safeguard the welfare of pupils at our school. We believe that children have a fundamental right to feel safe and protected from any form of abuse. Therefore we aim to provide a secure, caring environment, highly skilled and aware staff, and a curriculum which promotes self-esteem, nurtures well-being and empowers children to protect themselves.

1.2 We aim to ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. The school has and will continue to develop a systematic approach towards identification and referral of suspected child abuse to an appropriate agency. We recognise that abuse may be emotional, physical, sexual or through neglect.

1.3 The monitoring of the well being of every child in the school is an integral part of our ethos. Children are encouraged to feel good about themselves and to realise that they are all special. Staff take time to get to know the children in their care really well.

2. POLICY DEVELOPMENT IN CONJUNCTION WITH KCSIE AND WORKING TOGETHER TO SAFEGUARD CHILDREN

2.1. Madley Primary School fully recognises its responsibilities for child protection. All staff working directly with children are expected to read at least part 1 of KCSIE. This is now in line with the Working Together to Safeguard Children 2023 guidance. An updated definition of safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2.2 We should also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from

- schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody, or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

2.3 More detailed information on early help and a comprehensive list of indicators that a child may need early help is included in Working Together to Safeguard Children. This document is updated annually and all staff are required to read it.

2.4 Our policy applies to all staff, governors and volunteers working in the school. Any one of them could be first point of disclosure for a child. The main elements to our policy are to:

- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils who have been abused, neglected or exploited in accordance with the agreed child protection plan.
- Establish a safe environment in which children can learn and develop.

2.5. We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the personal, social, health , education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2.6. We will follow the procedures set out by the Herefordshire Safeguarding Children Board (HSCB) and take account of guidance issued by the DCSF to:

- Ensure we have a designated safeguarding lead (DSL) for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences.

- Keep records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

2.7 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAHMS), LADO, education welfare service and educational psychology service;
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

3. PROCEDURE

3.1 Parents and carers need to be aware that should any member of staff suspect that a child might have been deliberately harmed or neglected by their parent/carer, the school has a duty to inform the LADO (Local Authority Designated Officer). It is then up to the LADO to decide on the best way of carrying out an investigation. The police have the right to speak with the child without parental consent when it is in the best interests of the child. They may do so on school premises or, as appropriate, in special premises where a video may be made. However, they cannot take a child off the school premises without the permission of the Headteacher. When the police interview a child, a member of staff known to the child will provide support.

3.2 The procedures to be followed when any child is suspected to be the object of abuse, whether physical injury, emotional or physical neglect, continued ill-treatment or sexual abuse, are as follows:

- a) Whoever is seriously anxious about a child's welfare, whether teacher, non-teacher or other member of school staff should report their concerns to the DSL (Head teacher). It is essential to have a record of all the information available and MyConcern should be used wherever possible. Staff should **note carefully what they have observed and when they have observed it**. Signs of physical injury should be described in detail, or sketched (outlines are available for this). Any comment by the child concerned, or by an adult who might be the abuser, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after

the comment has been made. It is equally important that **any verbal exchange with any of the agencies should also be recorded.**

- b) The DSL should consider the available evidence and, if appropriate, report the concern to LADO and MASH (Multi Agency Safeguarding Hub), giving as much detail as is available. These procedures should be followed even when there are reasonable grounds for suspicion but no firm evidence.
- c) If the situation seems to be an emergency one, or if urgent action is required to ensure a child's safety, immediate contact should be made with the MASH team. It is very unlikely that this will prove difficult during school time, and even outside office hours a duty officer is normally available, but if it does prove impossible to contact a social services officer and no other means are available to protect a child who appears to be in danger of injury, then the police should be contacted. It is not otherwise appropriate for schools to contact the police since it is the normal practice of the social services department to do so on receiving referrals.
- d) If suspicions arise, or complaints are made, that a teacher or head teacher is involved in abuse of a pupil it is very important that the procedures for notifying MASH should be rigorously followed. If the suspicion or complaint relates to the head teacher then it is the responsibility of the chair of governors to take the appropriate action. Suspicions or complaints should not lightly be dismissed on the basis of a perceived notion of the teacher's or head teacher's professional and personal probity.
- e) Child abuse, especially before the existence of any confirmation via the social service's investigations, is an extremely sensitive matter and the utmost confidentiality is needed. Accordingly it is recommended that the chair of governors be informed in general terms and that neither the child nor the family is identified until the facts are confirmed and clear.
- f) School staff has no role to play in making enquiries of parents when abuse is suspected though, with tact and sympathy, it may be possible to elicit information from the child.
- g) It is the responsibility of MASH to notify schools when a child is placed on the Child Protection Register. Contact the LADO if you have any reason to believe that this is not happening. It is important that any child placed on this Register is monitored very carefully by school staff, but with sensitivity and as unobtrusively as possible. Warn the social services department not only of signs of abuse, but tell the department also about school absences.

4. CHILDREN

4.1 Through a system of awards we encourage children to have a high level of self esteem because we feel that this will give them the courage to say no or to tell another if they are ill-treated in any way. We also monitor the social structure of each class each term. This helps highlight any children having problems in relationships.

5. THE GOVERNING BODY WILL ENSURE THAT:

- This policy conforms to the LA and HSCB guidance, and is reviewed annually
- The policy includes provision for procedures for recruiting and selecting staff and volunteers and for dealing with allegations of abuse against members of staff/volunteers

- The school has a senior designated teacher (DSL) to take lead responsibility for dealing with child protection issues
- Members of the governing body and all staff have received appropriate training and information to carry out their responsibilities for child protection
- Any deficiencies in child protection arrangements are brought to the attention of the governing body and are remedied immediately
- The chair of governors is nominated to be the person responsible for liaising with the LA and external agencies in the event of allegations of abuse being made against the headteacher.

5.1 Child abuse is a very sensitive issue but the welfare and safety of the child are of paramount importance, taking precedence over the trust and rapport you may have established with parents, however hard the decision. Things go wrong in child abuse cases either when, for whatever reason, people fail to take appropriate action or when communication breaks down. The following broad rules should help to avoid these dangers:

- If in doubt, act: follow the procedures laid down above.**
- Make sure that you keep clear records and that, whenever possible, you confirm conversations in writing.**
- Trust your professional colleagues in other agencies but if you do not know what is happening in a case referred by or to school, find out: do not assume, if there is silence, that someone, somewhere, is taking appropriate action.**

5.2 Pupils should be made aware of any local or national help lines.

Childline: Free phone 0800 1111

Social Services: Ross-on-Wye 01989 567444

6. MONITORING AND REVIEW

This policy will be reviewed at any time on a request from the governors, a change in LA policy or at least once every year.

7. APPENDIX 1

There are four categories of child abuse:

Physical
Emotional
Sexual
Neglect

Each have various indicators as follows:

7.1 PHYSICAL:

- Unwillingness to undress
- Covering up in summer
- Significant behaviour changes
- Sudden show of aggression in the child
- Flinching or cowering
- Delay in getting medical help for an accidental injury
- Clinging to school (arriving early and being reluctant to go home)

7.2 EMOTIONAL:

- Inappropriate behaviours
- Withdrawn or seeking affection
- Hypochondria
- Parental over protection
- Low self-esteem
- Problems to do with coming to school

7.3 SEXUAL:

- Drawings/children's work
- Unusual relationships
- Language
- Physical signs, inertia, low weight
- Unwillingness to undress or display themselves
- Behaviour changes
- Low self-esteem
- Self harm
- Bed wetting, soiling (especially regression to this)
- Psychosomatic illness
- Dressing down (particularly in girls) to appear unattractive
- Running away

7.4 NEGLECT:

- Short stature and underweight for age
- Cold skin, mottled pink or purple
- Swollen limbs with sores that are slow to heal
- Poor skin condition
- Diarrhoea caused by tension, poor diet, poor hygiene
- Dry, sparse hair

- Unresponsiveness
- Stays frozen in one position for unnaturally long time

8. IDENTIFYING ABUSE:

8.1 Teachers and other staff in the education service are particularly well placed to observe outward signs of abuse neglect and exploitation such as changes in behaviour or failure to develop. Abuse includes where children see, hear or experience its effects' in relation to domestic abuse.

8.2 Bruises, lacerations and burns may be apparent, particularly when children change their clothes for physical education and sports activities. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, or emotional abuse, such as excessive dependence or attention-seeking, may be noticeable.

8.3 Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal. These signs and others can do no more than give rise to suspicion - they are not in themselves proof that abuse has occurred.

8.4 All staff should be aware that children can abuse other children (child-on-child abuse) and that can happen both inside and outside of school. All staff should be clear as to the school's policies and procedures with relation to child-on-child abuse, the important role they play in preventing it and responding where they believe a child may be at risk from it.

8.5 Teachers and non-teaching staff should be alert to all such signs. The appointment of a designated teacher with specific responsibility for child protection does not diminish the role of all members of staff in being alert to signs of abuse and being aware of the procedures to follow, including those where an accusation is made against a member of the school's staff.

8.6 Where teachers and other staff see signs which cause them concern they should seek information from the child with tact and sympathy. It is not the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by the local Area Child Protection Committee.

8.7 Care must be taken in asking and interpreting children's responses to, questions about indications of abuse. The same considerations apply when a child makes an accusation of abuse or volunteers information which amounts to that. Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

8.8 Leading questions should not be asked as these can later be interpreted as putting ideas into the child's mind. They should, therefore, not ask questions which encourage the child to change his or her version of events in any way, or impose the teacher's own assumptions. For example, staff should say 'tell me what has happened' rather than 'did they do x to you?'. The chief task at this stage is to listen to the child and not interrupt if he/she is freely recalling significant events, and to make a note of the discussion to pass on to the designated teacher. The note should record the **TIME, DATE, PLACE and PEOPLE WHO WERE PRESENT** as well as **WHAT WAS SAID**. Staff should not give undertakings of absolute confidentiality. They should also be aware that their note of the discussion may need to be used in any subsequent court proceedings.

9. CHILD SEXUAL EXPLOITATION (CSE)

9.1 CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour.

9.2 A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they can not be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

9.3. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to MASH.

10. CHILD CRIMINAL EXPLOITATION (CCE)

10.1 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

10.2 Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

10.3 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

11. FEMALE GENITAL MUTILATION (FGM)

11.1. Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-

medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

11.2 FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

12. PREVENTING RADICALISATION

12.1 The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

12.2 Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- a) Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- b) Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- c) Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

12.3 The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be

assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

13. MENTAL HEALTH

13.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

13.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. School can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

13.3 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

14. PHOTOGRAPHIC CONSENT

Parents and carers complete a photographic consent form when their child begins at Madley Primary School and at the beginning of each school year. Parents can make changes to that consent at any time they wish. Each teacher and class team is kept up to date (by the admin team) regarding parental consent for each individual child. A copy of all consent forms is kept in the admin office.

15. PHOTOGRAPHS

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression especially in the Early Years Foundation Stage. They may also be used in the children's Learning Journeys', on our website, streamed on our foyer monitors and published in the local press with permission from the parents.

16. PRODUCTIONS AND ASSEMBLIES

Photographs and recordings may be taken during productions if permission has been granted by the Headteacher as sometimes there are restrictions for safety reasons. If permission is granted then images and recordings are only for parents or carers personal use only (e.g. a family album) and so are exempt from the Data Protection Act 1988. Please be aware that images which may include other children must not be shared on social networking sites or other web-based forums since we regard this as 'making the image public'. Sharing images or uploading them into a 'public space' is likely to be in breach of the Act. Failure to adhere to the contents of this policy will lead to disciplinary and safe guarding procedures being followed.

17. MOBILE PHONES

17.1 Madley Primary School allows staff and visitors to bring in personal mobile telephones for their own use. Users bringing personal mobile telephones into Madley Primary School must ensure there is no inappropriate or illegal content on the device Mobile

telephones must be either turned off or set to silent and should be secured away from the eyes of children.

17.2 Mobile phones have a place on curriculum and residential visits as they may be the only means of contact available and can be helpful in ensuring children are kept safe. Contact numbers for all members of staff accompanying children must be left in the school admin office.

18. RECORD KEEPING

18.1 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on My Concern. This will also help if/when responding to Any complaints about the way a case has been handled by the school. Information should be kept confidential and stored securely. The designated safeguarding lead and deputy will keep concerns and referrals in a separate child protection file for each child or family.

18.2 Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

18.3 **All** concerns must be discussed with the signated safeguarding lead (or a deputy).

APPENDIX 2

VISITORS TO MADLEY PRIMARY SCHOOL POLICY STATEMENT

RATIONALE:

- Madley Primary School seeks to provide an open and friendly learning environment which values and actively encourages visitors to Madley Primary School. At the same time we recognise our duty of care to ensure a safe environment for pupils and staff of Madley Primary School, and we recognise our responsibility to protect and preserve our resources against theft, vandalism and misuse

AIMS:

- To provide a safe and secure environment for students, staff and resources of Madley Primary School
- To establish protocols and procedures that effectively monitor and manage visitors, whilst not compromising the open and inviting nature of Madley Primary School

IMPLEMENTATION:

- Whilst we actively encourage an inviting and open school, the safety of the pupils, staff and resources of Madley Primary School remain our highest priorities
- Visitors are defined as all people other than staff members, pupils and parents/guardians involved in the task of delivering or collecting pupils at the start or end of the school day
- All visitors will be required to report to the administration office prior to undertaking any activity within the school, where they will be required to sign a "Visitors" book and will be assigned a "Visitors" badge which they must wear at all times within the school. Similarly, visitors will be required to report to the administration office at the end of their visit to return their badge and to "sign out" in the Visitors book . Those visitors with a current CRB for Madley Primary School will be given a ' green 'badge and those who do not hold one for our school will be given a red badge.
- For those visitors who are issued a 'red ' badge then a risk assessment will be carried out with regard to the risks they pose whilst being on site.
- Visitors will be provided with directions, and will be made aware of any construction works etc that may impact upon their safety or comfort
- Students who will be part of our school for several sessions or weeks will be given further and detailed information relating to the running of the school.
- This policy will be reviewed as part of Madley Primary School's review cycle.

APPENDIX 3

VOLUNTEER HELPERS IN MADLEY PRIMARY SCHOOL

- We would like to extend our thanks to all our volunteer helpers. At Madley Primary School we value the help we receive from parents and volunteers enormously and realise that we would be unable to provide such quality experiences without your time and assistance.
- We want our school to be open and welcoming to all and we want to encourage parents and other adults to help teachers in a variety of ways. The purpose of this document is to set out our school policy, which is to ensure that the children benefit from as much help as possible and are provided with, at the same time, with the best possible security and equality of approach from all.
- When helpers arrive in school they must sign in at the school office. They will be given a visitors badge to wear, which they should wear at all times.
- For the children's safety all volunteer helpers who regularly attend school are required to have a police clearance. They are asked to complete the Barring and Disclosure Service on line application (formerly CRB) which is sent electronically to the Local Authority for clearance. The school is then required to check identification documents before a disclosure number is given. Risk assessments are also used as part of our safeguarding procedures and we ensure that volunteers are known to the school or come through a reputable institution e.g. the local Secondary School or University.
- Sadly there may be occasions when the Headteacher declines to accept the help of a parent or volunteer if he believes it will not be in the best interests of the school community.
- Adults helping in school will be under the supervision of the class teacher, who will explain the task, what is required of the children and the helper's role within that setting. Regular helpers will rapidly learn individual practices but policy documents are available to have a deeper understanding of methods and ideas.
- Parent helpers are asked to be aware that their presence in the same classroom as their child can sometimes cause adverse reactions and to consider carefully the beneficial results of helping in a different classroom. The school reserves the right to make this request if at any time they feel that difficulties are arising.
- Adult helpers are welcomed into the staff room at breaktimes to enjoy a drink and relax, but we do ask everyone to be aware that items of a confidential nature are sometimes discussed here and we would expect a level of discretion and confidentiality to be shown in these circumstances.
- We also ask that confidentiality is maintained in respect of the children's attainments, attitudes and behaviour whilst operating in school as a helper. Any matter of concern should be discussed with the class teacher in order for any misunderstandings to be addressed.

MOBILE PHONES

Madley Primary School allows visitors to bring in personal mobile telephones for their own use. Users bringing personal mobile telephones into Madley Primary School must ensure there is no inappropriate or illegal content on the device. Mobile telephones must be either turned off or set to silent and should be secured away from the eyes of children.

SOCIAL MEDIA

We respectfully remind visitors that any form of misuse directed at the school, its employees, the pupils or anyone associated with the school will be taken seriously. This includes unpleasant or abusive postings about staff or pupils or criticism of the school that is not personally abusive. If any illegal activity or content is suspected, the school will inform the necessary authorities.

APPENDIX 4

RISK ASSESSMENT FOR VOLUNTEERS

This risk assessment should be completed when considering whether a person working as a volunteer at the school should be asked to apply for an enhanced DBS certificate.

Name of Person

Is the volunteer in 'Regulated' Activity? Yes ☐ No ☐

If 'yes', an enhanced DBS with Barred list check is required.

Is the volunteer not in 'Regulated' Activity? Yes ☐ No ☐

If 'no', an enhanced DBS without a Barred list check *may* be obtained

Areas to consider

What is the age group of the pupils that the volunteer will work with?	
Are these pupils regarded as particularly vulnerable?	
How frequently will the volunteer be in school?	
What is the connection of the volunteer to the school?	
What motivates the volunteer to want to work in the school?	
Is the volunteer in paid employment or do they work in a voluntary capacity elsewhere with children?	

Can the volunteer provide at least one reference from someone other than a family member, including a senior person at the employment or voluntary service named above?	
What information does the school already know about the person?	
Has the person's identity been verified?	
Is the person signed up to the DBS Update Service?	
Has a check been completed on the DBS Update Service?	
Is the school aware of any reason that the person should not work with children?	

Decision

- ☐ **High Risk** – the person has no previous connection with the school AND can not provide references from elsewhere.
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school should consider whether the person's uncorroborated background would raise an unacceptable risk.
- ☐ **Medium Risk** – The person can provide suitable references for other work with children (either paid or unpaid), they have a connection to the school, and no issues have come to light that would mean they would be unsuitable.
There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school may wish to do so, as no enhanced DBS has been seen.
- ☐ **Low Risk** – The person is signed up to the DBS Update Service and the checks reveal no negative information OR The person is employed or volunteers elsewhere and has a recent enhanced DBS and can provide references OR the school knows the person well (eg. may be a former employee)

There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, unless the person uses the DBS Update service, the school may decide to obtain a new enhanced DBS.

Decision

- ☐ Application for enhanced DBS check is not needed. State reason(s) below:

- ☐ Application for an enhanced DBS check is needed. State reason(s) below:

- ☐ Application for an enhanced DBS check and a Barred List check is needed because the person is in Regulated Activity

Safeguarding induction completed by

Date

Headteacher (signature)

Lee Batstone
Headteacher

Date

APPENDIX 5

VOLUNTEER HELPER PROTOCOL

THE SCHOOL

We promise to:

- Train parents in any skill needed to carry out a task.
- Explain the tasks carefully
- Ensure that the children learning with you behave well.
- Treat you with respect and care and expect the children to do the same.
- Share relevant information about children with you as necessary
- Let you know in advance if we have changed the plan for the day and don't need you
- Treat anything you tell us with complete confidentiality

We promise never to:

- Expect you to deal with difficult or challenging behaviour
- Ask you to carry out a task without explaining it first
- Leave you in the classroom with the children on your own.

Signed.....(on behalf of Madley Primary School)

THE VOLUNTEER

Name

I promise to:

- Treat any information with total confidentiality
- Let teachers know if I can't come in as they will have made plans
- Respect the guidelines of the teacher at all times
- Understand the need for DBS and other checks prior to working with the children.
- Use social media responsibly and sensibly.
- Treat the children and staff with respect in line with the schools Values.

I promise never to:

- Share any information about a child or member of staff with anyone outside the school staff or Governors.
- Look at or compare any child's work or records.
- Speak ill of any child as a result of things that you may have seen them do in school.
- Discuss things with parents which you may have access to as a result of your position in school – advise them to come in and discuss them with the class teacher or the Headteacher.

Signed

Date.....