



“You are the light of the world, let your light shine”

# Safeguarding Policy

## Policy Summary

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## Policy Aims

This Safeguarding Policy provides guidance for safer working practice for adults working with the children at Whaddon C of E School and Nursery (hereafter referred to as Whaddon C of E School or the School). It applies to all adults, including volunteers, temporary staff and governors, working in or on behalf of the school. It is an overarching document which demonstrates how everyone working in, or for our school, shares the common objective to help keep all children and staff safe from harm through awareness and monitoring of contextual safeguarding matters e.g.: (not limited to) child on child abuse, domestic abuse, radicalisation, child sexual exploitation, child criminal exploitation- including financial, Female Genital Mutilation, forced marriage and mental health for pupils and members of their family- ensuring timely referrals are made to the most appropriate agencies.

In accordance with our responsibilities under section 175/157 of the Education Act 2002, and in line with “Keeping Children Safe in Education”, we have a Designated Safeguarding Lead for Child Protection (Sarah Prior) who is a member of the senior leadership team, and has received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receives child protection awareness training on a regular basis.

There are occasions that our concern about a child may mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents, there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under section 47 of the Children Act 1989, may want to speak to a child without parents’ knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk of harm. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children’s Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher.

## Purpose of the guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts.

The guidance aims to:

- Keep children safe at all times by clarifying which behaviours constitute safe practice and which behaviours should be avoided.
- Assist adults working with children to work safely and responsibly and to monitor their own standards and practice.
- Provide an environment in which children feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing that they will be effectively listened to.



- Raise the awareness of all adults within the school of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Develop a structured procedure within the school, which will be followed by all members of the school community, in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies e.g. Social Care.
- Support the children's development in ways that will foster security, confidence and independence.
- Ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.
- Outline the need to provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of needs and support packages for those children.
- Emphasise the need for good levels of communication between all adults working within the school.
- Support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided.
- Support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Support safer recruitment practice ensuring all adults have been properly vetted and cleared as suitable to work and support children.
- Minimise the risk of misplaced or malicious allegations made against adults who work with pupils.
- Reduce the incidence of positions of trust being abused or misused.

### **Underpinning Principles**

- The welfare of the child is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of pupils. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document.



## **Guidance for Safe Working Practice**

### **1. Context**

Staff working in education settings have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults establish the safest possible learning and working environments which safeguard children and young people and reduce the risk of adults working with them being falsely accused of improper or unprofessional conduct.

### **2. 'Unsuitability'**

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with pupils. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with pupils or children and young people in any capacity.

### **3. Duty of Care**

Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from harm. Children have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of pupils. Failure to do so may be regarded as professional neglect.

The duty of care is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils, and behaviour by staff that demonstrates integrity, maturity and good judgement.

The public, local authorities, employers and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

#### **All adults working at the school should:**

- Understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- Always act, and be seen to act, in the child's best interests
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Take responsibility for their own actions and behaviour



### **As a school we will:**

- Foster a culture of openness and support
- Ensure that systems are in place for concerns to be raised
- Ensure that effective recording systems are in place which confirm discussions, decisions and the outcomes of any actions taken
- Ensure staff are not placed in situations which render them particularly vulnerable
- Ensure staff are aware of expectations, policies and procedures.

### **The Governing Body should:**

- ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored in school
- ensure that where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures.

## **4. Confidentiality**

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. Staff at Whaddon C of E School are expected to treat information they receive about pupils in a discreet and confidential manner. Confidential information should never be used casually in conversation or shared with any other person other than on a need to know basis through the named person for Child Protection.

In cases of alleged or suspected abuse, individuals have a duty to pass information on without delay to those with designated child protection responsibilities i.e. Mrs Sarah Prior the Designated Safeguarding Lead or Mrs Lizzie Marchant [Deputy DSL].

The Head Teacher/designated person for safeguarding will disclose relevant information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. If a member of staff is in any doubt about whether to share information or keep it confidential he/she should seek guidance from the Head teacher.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do could put the child at greater risk of harm, or impede a criminal investigation.

Guidance about sharing information, can be found in the publication '*What to do if you are Worried that a child is being abused*' HM Government 2015:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)



## 5. Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not appropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or act in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements should always be recorded and shared with the head teacher and with the parent or carer. In undertaking these actions individuals will be seen to be acting reasonably.

As a school we recognise that staff should:

- Always consider whether their actions are warranted, proportionate and safe and applied equitably.
- Discuss the circumstances that informed their action, or their proposed action, with the Head teacher and the parent/carer if appropriate to do so.
- Report any actions which could be misinterpreted to their head teacher
- Always discuss any misunderstanding, accidents or threats with the head teacher
- Record any areas of disagreement about course of action taken and if necessary refer to a higher authority
- Ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.

## 6. Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people.

As a school we recognise that staff should:

- Always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
- Report and record any incident with this potential.
- Have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff are aware that they should not:

- Use their position to gain access to information for their own or others' advantage.
- Use their position to intimidate, bully, humiliate, threaten, coerce or undermine pupils.



- Use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

Where a person aged 18 or over is in a specified position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity

## 7. Propriety and Behaviour

All adults working with pupils have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with pupils. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

All adults working at the school should:

- Understand, and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.
- Be aware that behaviour in their personal lives may impact upon their work with pupils.
- Follow any codes of conduct deemed appropriate by the school.
- Understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with pupils.
- Not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- Not make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

## 8. Dress and Appearance

At Whaddon C of E School, we acknowledge that a person's dress and appearance are matters of personal choice and self-expression. However, we do expect adults to dress in ways which are appropriate to their role and this may need to be different from how they dress when not at work.

This means that adults should wear clothing which:

- Is appropriate to their role
- Is not likely to be viewed as offensive, revealing, or sexually provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory and is culturally sensitive



## 9. The Use of Personal Living Space

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and the head teacher.

It is not appropriate for any school to expect or request that private living space be used for work with pupils. Neither is it appropriate for school authorities to expect or request that private living space be used to see pupils for e.g. discussion of reports, academic reviews, tutorials, pastoral care or counselling. If these activities are required, appropriate accommodation should be found elsewhere in the school.

Under no circumstances should pupils assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

As a school we recognize that staff should:

- Be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.
- Challenge any request for their accommodation to be used as an additional Resource for the school or school.
- Be mindful of the need to maintain professional boundaries.
- Refrain from asking pupils to undertake personal jobs or errands.

## 10 Gifts, Rewards and Favouritism

All adults should be aware of the school's guidance on rewards including arrangements for the declaration of gifts received and given.

At Whaddon C of E School, the giving of gifts or rewards to pupils is part of an agreed policy for supporting positive behaviour or recognising particular achievements. (School Behaviour Policy) In some situations, the giving of rewards may be accepted practice for a group of children, e.g. sporting events whilst in other situations the giving of a reward to an individual child will be part of the school's agreed award system e.g. Golden Awards. Other occasions might be the giving and receiving of a gift/reward as prizes in competitions e.g. Easter bonnet competition.

Staff should exercise care when selecting pupils for school teams, productions, visits and/or specific work tasks in order to avoid perceptions of favouritism or injustice. They should ensure that all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.



## 11. Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with the Head teacher, and parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

Staff at Whaddon C of E School are fully aware they should always acknowledge and maintain professional boundaries.

## 12. Communication with Pupils (including the Use of Technology)

In order to make best use of the many educational and social benefits of new technologies, pupils need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that the online safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours. This means working to local and national guidelines on acceptable user policies. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse. Learning Platforms are now widely established and clear agreement by all parties about acceptable and responsible use is essential

At Whaddon C of E School we recognise that communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. As a school we recognize that staff should:

- Ensure that personal social networking sites are set as private and pupils are never listed as approved contacts/friends
- Never use or access social networking sites of pupils.
- Not give their personal contact details to pupils, including their mobile telephone number
- Only use equipment e.g. mobile phones, provided by school/service to communicate with children, making sure that parents have given permission for this form of communication to be used
- Only contact children for professional reasons and in accordance with the school online safety policy.
- Not use internet or web-based communication channels to send personal messages to a child/young person
- Recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible
- Ensure that all communications are transparent and open to scrutiny

The school will:

- Continually self-review e. safety policies in the light of new emerging technologies



- Have a social networking policy which specifies acceptable and permissible modes of communication

### **13. Social Contact**

Adults should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response. There will be occasions when there are social contacts between pupils and staff, where for example the parent and teacher are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged.

Nevertheless, there must be awareness on the part of those working with children and young people that some social contacts, especially where these are not common knowledge can be misconstrued as being part a grooming process. This can also apply to social contacts made through outside interests or through the staff member's own family.

As a school we recognize that staff should:

- Have no secret social contact with pupils or their parents.
- Consider the appropriateness of the social contact according to their role and nature of their work.
- Always approve any planned social contact with children or parents with senior colleagues,
- Advise the head teacher of any social contact they have with a child or a parent with whom they work, which may give rise to concern.
- Report and record any situation, which may place a child at risk or which may compromise the school or their own professional standing.
- Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with the head teacher.
- Understand that some communications may be called into question and need to be justified.

It is recognised that staff can support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the staff member for support outside their professional role. This situation should be discussed with the head teacher and where necessary referrals made to the appropriate support agency.

### **14. Sexual Contact**

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child or young person consents or not. The sexual activity



referred to does not just involve physical contact including penetrative and nonpenetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

As a school we recognize that staff should:

- Ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship
- Take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.

## 15. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. The arrangements should be understood and agreed by all concerned and consistently applied.

The school adopts a general culture of 'limited touch' where appropriate, to the individual requirements of each child. We recognise that children with special needs or a disability may require more physical contact to assist their everyday learning as well as help with, for example, changing and ensuring safety and support in PE. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary and take place in an open environment.

All adults working at the school should:

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- Never touch a child in a way which may be considered indecent.
- Always be prepared to report and explain actions and accept that all physical contact be open to scrutiny.
- Not indulge in horseplay.
- Always encourage children, where possible, to undertake self-care tasks independently.
- Work within Health and Safety regulations.
- Be aware of cultural or religious views about touching and always be sensitive to issues of gender



- Understand that physical contact in some circumstances can be easily misinterpreted.
- Always seek to gain consent before contact is made- first aid may require urgent contact and an explanation of why the child is being touched should be given audibly.

The school will:

- Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care.
- Make staff aware of the most recent government guidance in respect of physical contact with pupils and meeting medical needs of children and young people in school and Early Years provision- especially intimate care.
- Ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management. At Whaddon C of E School, we use CPOMS.

## **16. Other Activities that Require Physical Contact**

In their role as class teachers and teaching assistants, there will be occasions when staff will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture e.g. instrumental lessons or perhaps to support a child so they can perform an activity safely or prevent injury, e.g. in Physical Education, outdoor play equipment. Physical contact should take place only when it is necessary in relation to a particular activity.

In these circumstances, adults should:

- Treat children with dignity and respect and avoid contact with intimate parts of the body.
- Always explain to a child the reason why contact is necessary and what form that contact will take.
- Seek consent of parents where a child or young person is unable to do so because of a disability.
- Be familiar with and follow recommended guidance and protocols.
- Consider alternatives, where it is anticipated that a pupil might misinterpret any such contact.
- Conduct activities where they can be seen by others and last for the minimum time necessary.
- Be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.
- Remain sensitive to any discomfort expressed verbally or non-verbally by the child and ensure that all contact is relevant to the child's age and understanding.

Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, pupils

informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.



## 17. Behaviour Management

All pupils have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

We expect the highest possible standards of behaviour of all the pupils in our school. We encourage them to follow the school's Behaviour Policy which focuses on a positive approach. However, we do realise that there are times when children need to be supported with higher levels of strategy or intervention, in order to maintain their own and the safety and security of others.

Staff may intervene to prevent a child:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour that does not uphold the school's vision and values or prevents adults from maintaining environments conducive to safe and productive learning
- Committing a criminal offence

The sanctions and rewards used are part of the school's behaviour management policy which recommends that staff should:

- De-escalate, situations before they become dangerous.
- Use positive reinforcement and draw attention to good behaviour.
- Only use restraint when qualified to do so and as a last resort.
- Inform parents/carers of any unacceptable incidents regarding behaviour.
- Inform parents of any behaviour management techniques used through a Behaviour Support Plan.
- Be mindful of factors which may impact on a child's behaviour eg bullying, abuse and where necessary take the appropriate action
- Do not use sarcasm, demeaning or insensitive comments towards pupils.
- Not use corporal punishment, which is unlawful in schools

All staff adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils, parents and governors.

On the occasions where children display difficult or challenging behaviour, staff must follow the schools' Pupil Behaviour Policy and use strategies appropriate to the circumstance context, age and stage of the pupil. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed or immediate harm is perceived for the pupil or others.

Where a child has specific needs in respect of particularly challenging behaviour, a Behaviour Support Plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the school.



Staff are discouraged from handling children but, where they deem it necessary, they follow the guidance outlined in the school's Restraint of Pupils Policy. For more detailed information please refer to the Behaviour Policy and the school's Restraint Policy, available from the school office, upon request.

## **18. Use of Control and Physical Intervention**

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. It should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Where physical interventions may need to be employed eg where adults are working with children with extreme behaviours including those associated with learning disabilities or autistic spectrum disorders adults should:

- Adhere to the school's physical intervention policy (Restraint Policy)
- Always seek to defuse situations through agreed scripts and restorative approaches.
- Always use minimum force for the shortest period necessary.
- Record and report, as soon as possible after the event, any incident where physical intervention has been used, this includes informing parents. The incident and subsequent actions should be documented on CPOMS.
- Draw up individual care plans in consultation with parents outlining strategies and techniques to be used and those to be avoided.
- NEVER use physical force or intervention as a form of punishment

To support adults in the school, all staff will engage with the school's policy and procedures on the appropriate use of physical intervention. It will provide staff with the necessary documentation to ensure that an effective recording system is in place which allows for incidents to be tracked and monitored. Training will be provided.

## **19. Pupils in Distress**

There may be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries. Staff will remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. At Whaddon CE School staff are aware that they should record and report situations which may give rise to concern from either party and not assume that all children seek physical comfort if they are distressed.



## **20. Intimate Care**

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children in Early Years or those with disabilities or in the provision of medical care.

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). Depending on their abilities, age and maturity children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable.

When assistance is required we require that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Time should be taken to explain to the child what is happening and their emotional response to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to the Head teacher and parents/carers.

A intimate care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis, following the school's intimate care policy.

## **21. Personal Care**

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

All adults working at the school should:

- Be vigilant about their own behaviour, proximity to pupils in a state of undress ensuring they follow agreed guidelines/risk assessment and be mindful of the needs of the pupils with whom they work.
- Avoid any physical contact, when children are in a state of undress.
- Avoid any visually intrusive behaviour.
- Offer assistance with any personal care task which a child can no longer undertake by themselves or does not have the dexterity to undertake e.g. swimming hats.

## **22. First Aid and Administration of Medication**

In line with health and safety legislation the school has appropriate health and safety policies and equipment in place with a named person appointed to take charge of first aid arrangements.



At Whaddon C of E School there are trained members of staff who volunteer to oversee first aid. There are first aid kits situated in the Foxes locker area, each classroom, the hall and first aid room. When a child is ill or has suffered an accident in school or on the playground the staff follow the following protocol:

- A trained first aider is consulted for assistance and guidance.
- If deemed necessary, the emergency services are contacted.
- Parents are contacted re any injuries sustained in school that leave a mark or wounds.
- The incident is logged in the accident file.
- If there is any doubt around concussion injury, the child's parent is contacted immediately.
- A note, outlining the nature of the accident and the treatment received is sent to parents the same day.
- All head bumps are identifiable with orange bands with the date and time of the incident, so all staff can see- at a glance- to observe the pupil for deterioration.
- During lesson time the 'alert card' system is used to summon the necessary help and assistance.
- The LA are notified of the incident/accident using the designated online system where there is a statutory duty to do so.
- When administering first aid, wherever possible, we encourage staff to ensure another adult is present, or aware of the action being taken.
- For matters of an intimate nature, staff are informed to deal with the child with utmost sensitivity and explain to the child what is happening.
- Always seek guidance from the Head teacher, if in doubt.
- If considered necessary, the child's parents will be asked to come into school immediately so they are part of the decision-making process.
- Always act and be seen to act in the child's best interests
- Parents sign the head bump letter to say they will comply with the walk in centre or A and E visit advice on the form, a copy is kept in the first aid file.

### **Administration of medicines**

In circumstances where a child needs medication regularly or to act in an emergency e.g. use of epipens/auto injectors, an Individual Health Plan is drawn up, to ensure the safety of the pupil and staff. These are stored in confidential yet accessible areas of the school. Arrangements are in place to obtain parental consent for the administration of medication as per the Supporting Pupils with Medical Conditions Policy.

For more detailed information please refer to the school's policy for 'Supporting Pupils with Medical Conditions' available upon request. A list of trained first aid staff is displayed in various locations around school.

### **23. One to One Situations**

Every organisation working with or on behalf of children and young people should consider one to one situation, when drawing up their policies.



It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a senior leader and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. These are covered in the staff code of conduct and volunteer leaflet shared with external agencies and peripatetic staff. Risk assessments are in place for volunteers and peripatetic teachers.

These guidelines should be followed.

#### **Staff should:**

- Carefully consider the needs and circumstances of the child/children when in one to one situations.
- Conduct appropriate risk assessments when lone working is an integral part of your role.
- Always report any situation where a child becomes distressed or angry to a senior colleague.
- Avoid meetings with a child in remote, secluded areas.
- Where possible work with the child within visual distance of another adult. When this is not possible inform other colleagues of your whereabouts.
- Pre-arranged meetings with pupils away from the school premises should not be permitted, unless approval is obtained from their parent and the Head teacher.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. At Whaddon C of E School, every attempt is made to ensure the safety and security of pupils and the adults who work with them.

#### **24. Home Visits**

All work with pupils and parents should, wherever possible, be undertaken in the school or other recognised workplace. There are however occasions, in response to urgent or specific situations where it is necessary to make one-off or regular home visits.

In these circumstances to safeguard pupils and the adults who work with them adults should:

- Agree the purpose for any home visit with senior management, unless it is an acknowledged and integral part of their role e.g. home tutors
- Adhere to agreed risk assessment strategies including staff attending home visits in pairs and not alone.
- Always make records on CPOMS, including times of arrival and departure and work undertaken
- Discuss with their manager any behaviour or situation which gives rise for concern and where appropriate action is taken
- Never make a home visit outside agreed working arrangements
- Not make visits alone when little or no information is available of potential risk.



The school will:

- Ensure all staff are made aware of the home visit and lone working policies
- Ensure that all visits are justified and recorded
- Ensure that adults are not exposed to unacceptable risk
- Ensure that adults have access to a mobile phone and emergency contact person

## **25. Transporting Pupils**

In certain situations e.g. out of school activities, emergencies, staff or volunteers may agree to transport children. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver to act as an escort.

Adults who do use their own vehicles for transporting children should follow the requirements outlined below:

- Ensure there is an additional adult present, to the driver.
- Ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded and check the tyres and seatbelts ahead of any journey.
- Be aware that the safety and welfare of the child is their responsibility, until they are safely passed over to a parent or carer
- Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and /or ability to drive.
- Ensure all passengers wear seat belts and use appropriate car seats for younger children
- Ensure their behaviour is appropriate at all times.
- Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

The school has drawn to the staff's attention that it is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless it has first been brought to the attention of the Head teacher and has been agreed with the parents/carers.

## **26. Educational Visits and After/Before School Clubs**

Adults should take particular care when supervising pupils on visits and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. (Educational Visits Policy).

All staff should:

- Undertake the necessary pre-visit checks and risk assessments, to ensure that children are safeguarded and protected from harm- before the event is added to Evolve, authorised by the Head Teacher and Governor responsible for School Visits is aware.



- Ensure appropriate staffing levels are maintained at all times and that agreed adult/pupil ratios are always implemented.
- Have another adult present in out of workplace activities, unless otherwise agreed with the Head teacher.
- Have parental consent for the off-site activity.
- Keep the Head teacher aware of their whereabouts, especially when involved in activities away from the school.
- Have carried out the necessary pre-visit safety checks on leaders and organisations delivering before and after school clubs.

At Whaddon C of E School the children and staff are not currently engaged in overnight visits due to the young age of the pupils.

## **27. Photography and videos**

Working with pupils may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of pupils. Informed written consent from parents or carers and agreement, where possible, from the child, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the internet e.g. school social media page or school website. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

All adults working at the school should:

- Be able to justify images of children in their possession.
- Avoid making images in one to one situations or which show a single child with no surrounding context.
- Ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- Only use image capturing equipment provided or authorised by the school.
- Report any concerns about any inappropriate or intrusive photographs found.
- Always ensure they have parental permission to take, publish or display photographs.
- Not use personal mobile phones or any other similar devices to take images of children.
- Not take photographs of children for personal use.
- Not take images 'in secret', or take images in situations that may be construed as being secretive.
- Not use images which may cause distress.



It is recommended that when using a photograph the following guidance should be followed:

- Images are not used on Artificial Intelligence programmes.
- Avoid using the full name of the pupil, if their image is being used.
- If the pupil is named, avoid using their photograph
- Schools should establish whether the image will be retained for further use.
- Images should be securely stored and used only by those authorised to do so.
- Images of pupils who no longer attend the school will be removed from displays, external publications such as fliers or social media campaigns and the school website.

## **28. Access to Inappropriate Images and Internet Usage**

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children is illegal. This will lead to criminal investigation and the individual being barred from working with pupils, if proven.

Adults should not use equipment belonging to their school/service to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

At Whaddon C of E School we encourage the children to use the internet as much as is possible but at all times in a safe way. Given the young age of the pupils, internet use will only be with adult supervision.

Parents are asked to give permission for their children to use the internet on entry to the school. This will be updated annually.

Parents, pupils (as appropriate) and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a teacher, volunteer, governor, staff member or child the issue must be reported to the Head Teacher without delay.

The school follows guidelines for internet use/e-safety laid down in our school's e-safety and Use of the Internet Policy and Network Security Policy.

The school will ensure that:

- Filtering software is in place to minimise access and to highlight any person using inappropriate sites or information.



- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (if this results in child protection concerns the Head Teacher should be informed immediately).
- Training is provided for staff and volunteers on online-safety matters where necessary. Training is provided for pupils during Computing and PSHE lessons. Staff are made aware of their responsibilities through the relevant school policies.
- Staff are made aware that they should not use school equipment to access inappropriate or indecent material, including child pornography. It is illegal and, if proven, will invariably lead to the individual being barred from working with children.
- Staff are requested to use personal social media accounts with caution and should never access these at school. If using these sites, staff must refrain from implicating the school and its personnel in any way and demonstrate the necessary professionalism at all times. Use of such sites is not permitted through the school's network, with the exception of the school social media page.
- Personal passwords should remain confidential.
- Material shown to pupils is age appropriate and has been viewed, in full, ahead of sharing with pupils, this includes pop ups which may not be age appropriate.

## 29. Curriculum

At Whaddon C of E School the curriculum supports and addresses safeguarding robustly.

In subjects such as PSHCE (Personal, Social, Health, Citizenship Education) and Computing, relevant discussions around online safeguarding issues take place with the children. Topics include Keeping and Staying Safe [in the home and online], Being Responsible, Keeping and Staying Healthy, Managing Emotions and Relationships (see SRE school policy). See the PSHE scheme of work for more detailed information. The children are encouraged to explore and discuss these issues and their questions are answered with careful judgement and as appropriate to their age. Including the issues and how to protect themselves against: misinformation, disinformation, conspiracy theories, extremism and incel propaganda as well as exploitation, including modern slavery/human trafficking.

The four C's of online safety are understood by staff and children, in an age appropriate way. **Content**- anything posted online, videos or ideology, **Contact**- interactions with other people online who have bad intent such as criminal exploitation, peer pressure, grooming or people posing as peers, **Conduct**-the way people behave online, sending of nudes, or semi nudes or online bullying and **Commerce**-harm from gambling, or risk of phishing scams. (contract)

All areas of the curriculum have clear schemes of work with carefully selected resources.

When the school has to move to remote learning, in instances where the school can not operate with safe ratios, or there are health and safety implications, the school will move to a remote learning model. Staff will provide work for children to engage with, at home, with careful selection of any online materials that may be required. Safeguarding processes and policies apply in the instance of any required teams or zoom platforms



and expectations around attendance, suitable attire and other people in the room remain a priority. Concerns will be reported using the CPOMS platform.

The school follows the governing body's required policy on Sex and Relationships Education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum). Parents are invited in to discuss their views, ahead of removing their child from this element of their safeguarding education.

### **30. Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. This can be done in writing or verbally but staff must be prepared to discuss issues in the confidence that any such matters will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the LA's guidance on Whistleblowing and a copy of our school's Whistleblowing Policy is available from the Head Teacher.

All staff including, volunteers and governors, should acknowledge their individual responsibilities to bring matters of concern, regardless of source, to the attention of the Head Teacher and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

### **31. Sharing Concerns and Recording Incidents**

Individuals should be aware of their school's child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association (union).

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of pupils.

As a school we recognise that staff should:

- Be familiar with the school's system for recording concerns- CPOMS
- Take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace as soon as possible.
- Feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

### **32. Site Security**



Whaddon C of E School aims to provide a secure site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to respect the rules which govern it. It is recognised that laxity can cause potential problems to safeguarding.

Therefore, the school ensures that:

- The front gate is closed, except at the start and end of each day when adults have a view of the gate area
- The car park gate is locked, when school is operational
- The front door is kept locked, to prevent intrusion, during the school day.
- Entry through the front door is via the key pad and intercom system, the code of which should remain confidential to named users only. This code should not be divulged to others.
- Visitors and volunteers may only enter through the main front entrance and are signposted to the school office where they are required to sign in using the visitor's book and wear a visitor's lanyard at all times.
- Any unidentified person on the school site should be challenged and asked the purpose of their visit. If necessary, they should be asked to leave the site.
- Children are only allowed home with adults/carers with parental responsibility and signed in and out by a member of staff.
- Confirmed permission must be received in advance for another adult to assume this responsibility e.g. play dates.
- children are not allowed to leave school alone at the end of the school day or during school hours, unless expressly permitted by parents- year 6 children only.
- All children are adequately supervised with appropriate teacher/pupil ratios in class and on the playground/field.
- Should a child leave the school premises without permission, a member of the school staff will attempt to locate the child and return them safely to school, without compromising the safety of the other pupils. In the event of the member of staff failing to locate the child, the child's parents and the police would be informed immediately. This will be recorded on CPOMS.

### **33. Attendance**

Our school's commitment to excellent attendance is enacted within the statutory framework of Working Together To Improve Attendance alongside local authority children's services when attendance becomes a safeguarding issue.

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, our school has the policy of telephoning the child's parents by 08.40am to ascertain the child's whereabouts, once the registers have closed.

The school gains advice from the Local Authority Attendance Team, whenever a child's attendance or punctuality causes concern, as well as Social Care, if applicable. Attendance rates are reported daily, to the DfE and governors and parents are informed termly. 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, guardians or carers who do not ensure good attendance and punctuality. All holiday leave taken in term time is unauthorised and liable for fines.



When a pupil attends an Alternative Provision, we recognise our responsibility as the primary education setting, to ensure the AP has up-to-date policies, training records and employment checks, ahead of our pupils attending. We arrange to visit the setting ahead of the placement and throughout the time our pupil is on their site. Attendance is checked daily, to ensure pupils do not become “missing in education”.

#### **34. Safer Recruitment and selection.**

When appointing staff to the school, the interview panel scrutinise applicants, verify identity and academic or vocational qualifications, obtain two professional references, check previous employment history, carry out online searches and ensure that the candidate has the health and physical capability for the job. It also includes undertaking interviews and obtaining a current enhanced DBS check as well as providing honest, thorough and accurate references when employees move on.

In line with statutory regulations, the following will apply:

- Candidates selected for interview will need to complete a self-declaration form prior to interview.
- An enhanced DBS check will be carried out for all new applicants to our school (including volunteers, club leaders and governors).
- The school will keep an up-to-date Single Central Record detailing the range of checks carried out on our staff, volunteers and governors. This document is password protected.
- All new appointments to our school workforce from overseas or who have lived outside the UK will be subject to additional checks for the right to work, as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks will be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local authority.
- Letters of assurance are required for visitors with a professional role, e.g. the school nurse, local authority advisers, inspectors, social workers, police already have relevant clearance. If there is any doubt they will be asked to provide the necessary proof.

For more details, please refer to the school’s DBS Policy.

The following have undertaken Safer Recruitment Training:

Mrs Marj Ellis, Business Support Manager  
Mrs Kim Clarke, Safeguarding Governor  
Mrs Tolfree, Co-Vice chair Governor

#### **35. SEN/ Inclusion Opportunities vulnerable groups**

At Whaddon C of E School, we honour our vision and welcome all children. Where a child has a recognised disability, we will make all reasonable adjustments and use our best endeavours to accommodate their needs to engage in the full life of the school. This



will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school. We are acutely aware that children with SEND are particularly vulnerable and that their safeguarding needs must be paramount at all times, with good practice surrounding capturing the pupil's voice being understood and undertaken during any conversations around safeguarding matters.

The Designated teacher for Looked After Children is Sarah Prior. This role requires close collaboration with the Virtual School Head to ensure any associated funding can be best allocated to improve the progress of Looked After Children and promote educational achievement of previously Looked After Children.

### **36. Child Protection**

The school has a detailed Child Protection Policy, which is available on the school website. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. All staff and governors have received fully child protection training, which is updated every three years, as well as an annual refresher. The school's designated safeguarding lead and governor responsible for child protection will undertake enhanced training every two years.

The school's designated Person for child protection is Mrs Sarah Prior. Mrs Lizzie Marchant is the Deputy DSL. The designated Child Protection governor is Mrs Kim Clarke.

The Child Protection Policy includes a statement on physical restraint. The school follows the DfE guidelines 2013 which asserts that physical restraint may be used if there is a 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 County child protection procedures. For any complaints about the Head Teacher the Chair of Governors should be contacted directly or the LADO be contacted.

### **37. Partnership with Parents**

As a school, we share a purpose with parents to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy and there is an expectation for this to be shown to staff from parents. We respect parents' rights to privacy and confidentiality and will not share sensitive information, until we have permission or it is necessary to do so to protect a child. From immediate harm. Whaddon C of E School will share with parents any concerns we may have about their child, unless to do so will place a child at risk of harm. We encourage parents to discuss with us any concerns they may have. We make parents aware of our Safeguarding and Child Protection Policies via the school's website.

Providing timely support is vital. Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's wellbeing, and



decrease risk factors that may be impacting a child's life negatively. E early help and intervention can:

- protect children from harm
- reduce the need for a referral to child protection services
- improve children's long-term outcomes
- improve children's home and family life
- support children to develop strengths and skills to prepare them for adult life.

### **38. Health and Safety Policy**

The school has a Health and Safety Policy, which is monitored within the policy review cycle by the relevant committee of the School Governing Body: The Resources Committee. The Head Teacher, cleaner and governor responsible for health and safety oversee the policy and the associated log books e.g. fire, asbestos etc. Any concerns from staff, volunteers, governors or pupils should be reported to any of these personnel and the cleaner is usually able to take remedial actions having made an initial examination and assessment. Where this is not possible the concerns are directed to the Head Teacher using the health and safety form. Health and Safety is a standing agenda point in weekly staff meetings.

Early Years children are supported with face to face adult intervention, during lunch breaks and snack time.

Each term, there is a fire drill that practices efficient evacuation from the building and familiarises the pupils and staff with the routines and responsibilities in case of such an emergency. There is also an annual lockdown drill. The school conducts an annual fire risk assessment.

The school has an 'Emergency Plan' that details what staff, parents and pupils should do in the case of emergencies.

For more detailed information please refer to the school's Health and Safety Policy and Emergency Plan located from the office, upon request.

### **39. Anti-Bullying Policy**

The school's response to this is unequivocal.

Adults must be informed immediately and action will take place.

Children are told they must tell an adult if they are the victim of bullying. Although bullying in our school is rare, the school always acts swiftly with a process of investigation, communication and action.

Bullying, of any form, will not be tolerated in our school; this includes online bullying.

For more detailed information please refer to the School's Anti-Bullying policy located on the website.



#### **40. Racial Equality and Equal Opportunities Statement**

All the children in our school have equal access and inclusive rights to the curriculum regardless of their age, gender, gender questioning, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated and adapted to meet the needs of all groups and individuals. Whaddon C of E School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

All the staff in our school have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, ethnicity, religion, belief, disability or ability. Whaddon C of E School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

#### **41. Role of Governors**

The school's governing body is aware of its accountability to discharge all safeguarding functions effectively. Governors must check that all safeguarding arrangements as detailed in the Annual Safeguarding Compliance Checklist for Governors are in place. They are required to complete the Annual Safeguarding Compliance Report and return it to the Local Authority. The governor responsible for safeguarding ensures that safeguarding is monitored and managed appropriately and effectively within the school. All governors, but particularly the Designated Governor for Safeguarding, must complete safeguarding training for governors.

#### **42. Accessibility of Policies**

Parent and carers are welcome to ask for further information about any policy matter. Copies of all safeguarding policies are displayed on the school website in the designated section for safeguarding. Hard copies of all current policies are available for parents and carers, on request.

**This Policy should be read in conjunction with other related school policies. The following are of particular relevance to matters of safeguarding, copies of which are located in the Head Teacher's office and/or the school website.**

Health and Safety Policy  
Whistleblowing Policy  
Anti-Bullying Policy  
Confidentiality Policy  
Restraint Policy  
Behaviour Policy  
Child Protection Policy  
Supporting Pupils in School with Medical Conditions.  
DBS Policy  
Educational Visits Policy  
Emergency Plan  
Accessibility Policy  
Online safety Policy



Keeping Children Safe in Education September 2025  
Acceptable use of the Internet Policy and Network  
Security Policy.  
Preventing Radicalisation Policy.  
Child Protection and Safeguarding Information for Visitors.  
School Site Security Policy

**Policy review**

This policy document will be reviewed annually by the School Governing Body to ensure it is up-to-date with current legislation and best practice.