

Safeguarding children and safer recruitment policy

Rationale

Safeguarding and promoting the welfare of children is defined in “*Safeguarding Children and Safer Recruitment in Education*” (DfES, 2007) as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

Safeguarding children and young people and promoting their well-being is therefore more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

A positive and preventative curriculum:

A curriculum that teaches children and young people how to make good choices about healthy, safe lifestyles and how and who to ask for help if their health or safety is threatened.

Partnership with parents and carers:

A commitment to an open and honest relationship and involvement of parents and carers at all stages of a child or young person’s education and care.

A safe learning environment:

Where it is okay to talk and children and young people will be listened to; where learners feel safe in a secure environment; where they do not endure bullying, racism or sexual harassment; where medical needs are met.

Inclusive practice:

So that all learners will be helped to fulfill their potential in an ethos/culture where every child and young person feels included, particularly those not reaching the five “*Every Child Matters*” outcomes for children.

Safeguarding policies, procedures and guidance:

Easily accessed documents that are understood and used by all staff in accordance with local authority guidance, that are reviewed annually.

Integrated practice:

A commitment to the early identification of children/young people with additional needs. Speedy intervention with multiagency co-operation. Common methods of sharing information and assessing need.



Well trained staff and management:

With appropriate levels of training; clear and confident about what is expected of them in their day-to-day work in order to safeguard children and young people.

Safe recruitment, selection and management practices:

To identify, deter, and reject people who might abuse children or young people or are otherwise unsuited to work with them.

Safeguarding children and safer recruitment policy

This policy is based upon the DCSF document “*Safeguarding Children and Safer Recruitment in Education January 2007*”.

Section 11 of the Children Act 2004 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. Revised statutory guidance on the duty was issued in April 2007.

Working Together to Safeguard Children sets out how individuals and organisations should work together to safeguard and promote the welfare of children.

Safeguarding at the Prague British School

Prague British School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

“Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in their behaviour or failure to develop”. (Working together – The Children Act 1989)

Introduction

The purpose of our safeguarding policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy makes explicit the school’s commitment to the development of good practice and sound procedures in order that referrals may be handled sensitively, professionally and in ways which support the needs of the child.

The designated staff member for safeguarding is Mrs Eva Cyrusova.

Our policy is available to parents and is published on our school website.

Prague British School fully recognises the contribution it can make to safeguard young people and support them in school.

There are three main elements to our safeguarding policy.

Prevention – by creating a positive school atmosphere and pastoral support to students.

Protection – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns and disclosures.

Support – to students and school staff who may have been victims of abuse.

This policy applies to all those working within the school community, including teaching and non teaching staff and volunteers.

School commitment

We recognise that for students, high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore aim to:

establish and maintain an ethos where pupils feel secure, are encouraged to talk and are listened to.

ensure that students know there are adults in the school who they can approach if they are worried or are in difficulty.

include in the curriculum activities and opportunities which equip students with the skills they need to stay safe from abuse.

include in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

ensure that wherever possible every effort will be made to establish effective working relationships with parents/carers and colleagues from other key agencies.

Framework

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The school adopts the appropriate procedures as set out by the local authorities which are responsible for the development of the appropriate procedures and monitoring of good practice. All staff, including supply teachers, are informed of our school procedures and of the name of the designated teacher through the relevant policies.

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within the school who have specific responsibilities under safeguarding procedures.

The designated member of staff

The main role is to refer cases of suspected abuse to the relevant investigating agencies. This person also acts as a source of advice, support and expertise within the school. They also ensure that there is a policy in place and offer relevant training to staff.

The Head Teacher

The Head Teacher ensures that all staff are aware of their responsibility for safeguarding children and that referral procedures are handled effectively. The Head Teacher takes the lead on all allegations against members of staff and may liaise with the designated member of staff for

safeguarding should allegations occur.

The nominated Board member

They ensure, in liaison with the Head Teacher/designated staff member, that the school has policy and procedures in place and ensures that an item is placed on the Board agenda annually to discuss safeguarding. They have a responsibility for the oversight of procedures relating to handling allegations against staff. Where there is an allegation against the Head Teacher, a direct referral should be made to the nominated Board member.

Related policies

This policy should be considered alongside other related policies in school.

Behaviour Policy
Anti Bullying Policy

Review date

This policy will be reviewed annually.
Next review date november 2011.



Procedures

Prague British School will apply the procedures set out below. If a student makes a disclosure, the following advice applies:

RECEIVE

Listen to what is being said without displaying shock or disbelief
Accept what is said
Take notes

REASSURE

Reassure the pupil, but only so far as is honest and reliable. Don't make promises you may not be able to keep e.g. *"Everything will be alright now."*
Do reassure and alleviate guilt if the student refers to it e.g. *"You are not to blame."*; *"You are not the only young person this has happened to."*

REACT

React to the pupil only as far as is necessary for you to be able to refer the matter; don't *"interrogate"* for full detail. It is not your duty to investigate.
Do not ask leading questions e.g. *"What did they do next?"* *"Where did they touch you?"*
Do not ask open questions like *"Anything else to tell me?"*
Do not ask the student to repeat it all for another member of staff.
Do not criticise the alleged perpetrator; the pupil may interpret this in an unpredictable way.
Do not promise confidentiality. Explain that you have to tell the designated member of staff, who will decide what to do next.

RECORD

Make a record of what is said at the time. Do not destroy any original notes in case these are required at a later date.
Record the date, time, place and any non-verbal behaviour e.g. aggressive, fearful, anxious.
Include the student's name, age and ethnicity.
Note down the position of any bruising.
Record statements and observable things, rather than your interpretations and assumptions.

REFER

Give your recorded notes to the designated member of staff on the same working day.

REFLECT

Ask yourself if you have done everything you can within your role.
Refer any remaining concerns to the designated member of staff e.g. any knowledge of siblings in the school, or previous contacts with parents or carers.
Remember you have a statutory duty to pass on any child protection concerns about the student.



Ongoing concerns for the child at risk

Prague British School is committed to attending safeguarding conferences and core group meetings. We will ensure effective liaison with the supporting agencies. The school will continue to support the parents/carers as long as contact would not result in any further harm to the student. Where a student is removed from the child protection register, this school will continue to monitor progress and, if necessary, make a further referral.

Records and monitoring

Well kept records are essential to good safeguarding practice. Our school is clear about the need to record any concerns held about a student within our school, the status of such records and when these records should be passed over to other agencies. Individual staff should log any concerns they have about the welfare of students they come into contact with and bring them to the attention of the designated member of staff. The designated member of staff will keep confidential records of referral information and feedback from agencies involved with individual cases. This information is kept secure and separate from other school records.

Individual teachers are made aware of any student on the register as the need arises; stressing the confidentiality of such information and that it is only shared on a “*need to know*” basis.

If a child transfers, the school to which they are transferring is contacted and information is passed on to their designated member of staff.

Child Protection Conferences

The designated member of staff or a deputised representative will attend.

Training and support

Our school will ensure that the Head Teacher, the esignated member of staff and the nominated Board member attend training for their role. The designated member of staff for Child Protection will attend training at least every two years. All staff, teaching and non teaching will have basic awareness training every 3 years. All staff, teaching and non teaching will be given basic training on referral systems within the school at the start of each academic year and to any new staff appointed during the year.

Professional confidentiality

Staff has a professional responsibility to share relevant information about the safeguarding of students with other professionals, particularly investigating agencies. Staff who receive information about students and families in the course of their work should keep this information within the professional context of their work.

Safe staff

All staff should be alert to signs of abuse and know the person to whom they should report any concerns or suspicions. All allegations made against members of staff with regard to safeguarding should be referred to the Head Teacher

In the case of an allegation against the Head Teacher referral should be made to the designated Board member in the first instance.

The school will conduct CRB checks for all staff working with children.

The school will take all reasonable steps to ensure that references are authenticated.

All staff have a duty of care with regard to all children which may include providing emotional support in certain circumstances. In line with the school's behaviour policy physical restraint is used by staff as a last resort to protect the child, themselves or others from harm. When working one to one with a student staff should make colleagues aware of the circumstances. The school promotes a culture to enable staff to discuss any personal concerns or difficulties that may get in the way of safeguarding children. Support will be given via the line management system and all staff are encouraged to take such concerns privately to their line manager or directly to the designated member of staff if necessary.

Safer recruitment

All volunteers and those Board members who have contact with children are required to have CRB checks

Recording and reviewing

Prague British School will carry out regular reviews of CRB and pre-recruitment checking procedures and their associated record-keeping.

All CRB and pre-recruitment records are retained in a **single, central record** which records when and by whom each check was made.

Prague British School will ensure they keep evidence of or the actual records containing the above information for supply staff, regardless of whether employed by an agency or the school directly. It is the responsibility of the Head Teacher to ensure that all necessary checks have been carried out. Where Prague British School is not the employer, the original documents do not need to be seen, but Prague British School will need written confirmation from the provider that these checks have been undertaken

What to record confirmation of

Identity (name, address and date of birth) via passport, birth certificate, utility bills, bank



statements.

If someone has changed their name (by marriage, divorce, deed poll etc), evidence of this is required.

Qualifications which are an essential requirement of the job.

Reference checks. When and by whom each check was made. When new checks are required