

SOLIHULL METROPOLITAN BOROUGH COUNCIL

**Safeguarding Policy Guidance for Education Providers**

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**(Produced for education providers in Solihull MBC by Solihull Education Improvement Service)**

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**Insert Provider Name**

# Safeguarding Policy Statement

This policy sets out how INSERT PROVIDER NAME is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with

 regulations made under section 39(1)(b) of the Childcare Act 2006

* The safeguarding policy applies to all staff, volunteers, temporary and supply staff working in the provision.
* This policy will be reviewed annually and is in line with Solihull Local Safeguarding Children’s Partnership guidance and the requirements of The Early Years Foundation Stage Statutory Framework (2017), Working Together to Safeguard Children (DfE, September 2018) , Inspecting safeguarding in early years, educations and skills settings Ofsted document (2019)and to the ‘Prevent duty guidance for England and Wales 2015. School based provision is not required to have a separate policy to the schools but policies must be appropriate for the full age range and working hours it applies to and be in line with ‘Keeping Children Safe in Education’ (2019).
* This policy is made available to parents via *insert link or describe how it can be accessed*

Safeguarding Policy ratified by management board / proprietor (delete as appropriate) *insert name of setting* on *date.*

Registered provider:……………………………………………………………………

(Name and signature)

Next review date: …………………………….

Provision: Insert provision name

*Policies and procedures are referenced throughout this guidance policy and settings will need to amend reference to these to match the settings unique arrangements.* **NAME OF PROVIDER SAFEGUARDING POLICY**

**Providers may wish to insert their mission statement or vision and values in line with their procedures for other policies.**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children whose care and education comes within the remit of this provision. All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

# Policy Statement:

Safeguarding children is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is our paramount concern. Our setting is a community and we all (staff, parents, families and pupils) have an essential role to play in making it safe and secure. This includes maintaining an attitude of “it could happen here” where safeguarding is concerned.

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, able to talk and believe they are being listened to.

# Aims:

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff.(including child protection lead, behaviour lead, and special educational needs co-ordinator)

To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities and clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the setting and links with other relevant policies to safeguard the general welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum such as British values.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To ensure that parents have an understanding of the responsibility placed on staff for child protection

# Leadership and Management of Safeguarding

The registered provider is responsible for:

* Ensuring there is a nominated safeguarding lead –referred to as a DSL (designated safeguarding lead) in this policy.
* Liaising with the manager and/or designated staff over safeguarding matters. This is a strategic role rather than operational.
* Supporting the manager and staff (such as the DSL) in their role by ensuring the allocation of funding and resource is sufficient to meet the current safeguarding activity
* Ensuring leaders report to the registered provider at least annually. This should include feedback on annual self-evaluation activity linked to welfare and safeguarding and contact with local authority officers/ advisers...
* Ensure all staff receive safeguarding training, and the safeguarding lead attends appropriate training in order to guide staff on their responsibilities and to provide appropriate challenge and support for any action to progress areas of weakness or development in the provision’s safeguarding arrangements.
* Ensuring the setting has effective safeguarding policies and procedures in place, including a child protection policy and a staff behaviour policy.
* Ensuring that training is undertaken at the required frequency by all staff.
* Ensuring the setting has a broad and balanced curriculum that incorporates safeguarding.
* Ensuring the setting complies with relevant legislation and local guidance around safeguarding.
* Ensuring that there are clear lines of accountability within the setting’s leadership for safeguarding.

# Specific Safeguarding Roles

**The lead Designated Safeguarding Lead for Child Protection** is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and is a member of the Senior Leadership Team.

**The manager/owner**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_leads on safer recruitment work.

The **case manager for dealing with allegations of abuse made against staff members** is the manager, and should be contacted directly and immediately in the event of a concern. Where the concern is about the manager then the managing allegations policy details procedures.

# Responsibility and Accountability

The **registered person** is responsible for ensuring that safeguarding arrangements are fully embedded within the setting’s ethos and reflected in the day to day practice.

**All staff members, volunteers and external providers:**

* Are subject to safer recruitment processes and checks in relation to their role in the provision.
* Are expected to behave in accordance with the code of conduct expected by the setting and act on any breach of the code of conduct or any concern about a member of staff or volunteer.
* Should know how to recognise, respond and take appropriate and timely action to a safeguarding concern.

All staff:

* Have a responsibility to provide a safe environment in which children can develop and learn.
* All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
* All staff then have a responsibility to take appropriate action, working with other services as needed.

# Staff Induction, Training and Development

All staff, including new members of staff and volunteers are given appropriate safeguarding training and induction that includes basic child protection and health and safety training, familiarisation with the suite of safeguarding policies and ensures that procedures are understood including the child protection policy, and explains the expected staff code of conduct, This will include the use of technology. This training and induction is proportionate to their role and responsibilities but should ensure staff understand the safeguarding and welfare arrangements in the setting and lead persons for these roles.

# Safeguarding in the Curriculum

As a setting we will encourage children to keep safe through the provision of a **broad and balanced curriculum which includes a safeguarding curriculum.**  The curriculum includes an emphasis building confidence and resilience in children, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British values. Opportunities are provided for children to develop the knowledge, skills and strategies they need to stay safe from abuse. For example: assessing risk, positive self-esteem, online safety, preventing radicalisation and anti-bullying. This should also include broader work around safety including life skills such as hygiene routines and practices and road safety. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there are a range of contacts they can turn to for advice and support.

# Supporting Staff Working in Difficult Situations

We recognise that staff working in the setting who have become involved with a safeguarding issue may find it stressful and upsetting. By ensuring clear management oversight of work by senior leaders, we will ensure staff appropriate support in relation to their work.

We will further support staff as necessary, by providing an opportunity to talk through their anxieties with their line manager or other appropriate member of staff, and to seek further support as appropriate. Settings must provide supervision opportunities for staff.

# Suite of Safeguarding Policies and Procedures

**The setting needs to amend the following policies/ procedures to add details of the settings approach or to reference where they have separate policies. A separate child protection policy is assumed in this guidance but settings need to amend this policy if this is not the case.**

##

# Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity.

We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination, whilst raising awareness of these. This is reflected in:

* The organisation of learning
* Our curriculum
* Our approach to care, learning and development
* How we treat each other, including how we manage behaviour

This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are:

* Age
* Disability
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual orientation

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these basis.

# Behaviour and Anti-Bullying

All staff will be familiar with our behaviour and anti-bullying procedure. This is discussed at induction and revisited periodically. Our behaviour and anti-bullying policies/ procedure provides clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of age appropriate sanctions for inappropriate behaviour.

# Child Protection

Our separate child protection policy/ procedure sets out the provision’s approach to dealing with any child protection concerns

# Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

* Appropriate staff have the information they need in relation to a child’s looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
* Appropriate staff have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
* The designated safeguarding lead has the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

The setting is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the setting, and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around care, learning and development. This includes ensuring that the pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated lead for the child (key person/ DSL) works in partnership with the social work team of the home local authority around any safeguarding concerns and placement stability issues.

“A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.” (KSCIE 18, DfE paragraph 95)

# Attendance

We ensure all children attend regularly and act swiftly to address any non-attendance and persistent absence.

# Safer Recruitment and Safer Working Practice

We have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy/ procedure outlines our approach.

We maintain a central record which is reviewed by the manager regularly. The record includes:

* Identity check
* Right to work in the UK check
* Disclosure and barring service check
* Barred list check
* Overseas check
* Disqualification from childcare check request (where required)
* Uptake of two references

We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

* The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our provision.

# Staff Code of Conduct (also known as staff behaviour)

All staff are familiar with the expected code of conduct. This is discussed at induction and revisited periodically. Any breach of the code of conduct should be brought to the attention of the proprietor/ setting lead where:

* A staff member self-reports that they have breached the code of conduct.
* A staff member is concerned by the behaviour of another member of staff who has breached the code of conduct.
* It has come to the attention of a member of staff via another source that a staff member has breached the code of conduct.

# Managing Allegations

All staff are familiar with the provisions procedures for managing allegations against staff and volunteers (including governors/trustees/ committee members)

* An allegation about a member of staff or a volunteer should be brought to the immediate attention of the manager.
* An allegation about the manager should be brought to the immediate attention of the owner/LADO (Local Authority Designated Officer)
* Allegations can be brought directly to the attention of the local authority duty office.

All concerns should be recorded and a chronology of concerns kept by the case manager. We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil through the process for dealing with complaints

The manager should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals.

# Whistleblowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. ‘Whistleblowing’ is the term ordinarily used to describe the disclosure of information by an employee about malpractice that is occurring within the organisation. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer’s control. This can cover a broad range of matters, including mismanagement, bribery, fraud and health and safety failures.

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 to protect workers from being dismissed or subjected to a detriment because they have made a ‘protected disclosure’.

Protected disclosure is information that, in the reasonable belief of the worker, tends to show that one of the following has occurred, or is occurring, or is likely to occur:

* A criminal offence
* Breach of any legal obligation
* Miscarriage of justice
* Danger to the health and safety of any individual
* Damage to the environment
* Deliberate concealing of information about any of the above

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the provision’s safeguarding regime through the whistleblowing procedure …….(in your setting is this a separate policy/ flowchart / expanded below and where is it located].

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are available. The NSPCC Whistleblowing Helpline has been developed to provide support to employees wishing to raise concerns over how child protection issues are being handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on **0800 028 0285**. (The Home Office and Department for Education commissioned the NSPCC to manage the advice line after a firm commitment to do so was made by the Government in its Tackling CSE report in March 2015. The advice line is not intended to replace any current practices or responsibilities of organisations working with children. The helpline advisors would encourage professionals to raise any concerns about a child to their own employer in the first instance. However, the advice line offers an alternative route if whistleblowing internally is difficult or professionals have concerns around how matters are being handled.) Further advice about whistleblowing is available at [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing).

# Online safety

This includes the full range of mobile technology.

## Working with parents and carers

We work with parents and carers to raise awareness of online and digital safety, including them as much as possible in this process so that parents and carers can help ensure their children are also safe at home. Parents and children are expected to adhere to the settings procedures and this includes (outline setting procedures)………. When a pupil or parent does not adhere to the acceptable use requirements a discussion will take place with pupil and/ or parents and all will agree the future arrangements to keep all children safe.

##

## Filtration and monitoring

We do all that we reasonably can to limit users’ exposure to online risks when using our IT systems and we ensure we have appropriate filtration and monitoring systems in place. We take into account the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs balanced against risks. We include risk assessments as required by the Prevent Duty. We have procedures that support filtering and monitoring and also to help us deal with incidents where there has been potential misuse or inappropriate/illegal activities.

## Use of social media

Safe and responsible **social media behaviour requirements** for **staff** makes it clear what standards are expected of anyone who works for us and uses social media. It also explains what actions will be taken when it is considered a member of staff may have breached this expectation.

 **Media recordings** – audio, image and video (including digital files)

Appropriate media recordings are taken to capture activities undertaken by our children, wider activities or as celebrations of life in our setting. .

* Written permission from parents or carers must be obtained before media recordings of children are shared.
* Media recordings should only be taken on setting equipment unless there is prior agreement with the [manager/owner]
* All media recordings will only be stored, edited or archived onto setting systems and equipment unless there is prior agreement with the manager/owner.

Staff and children must not take, use, share, publish or distribute media recordings of others without their permission.

# Information and data security

We take information and data security seriously. We comply with data protection legislation.

# Site and Premises Security and Site Safety including fire risk assessment, fire drills, and first aid

Our health and safety procedures help in ensuring the site and premises are safe and secure.

This includes our risk assessment procedures, including:

* The safety of staff, children and visitors to the site.
* Fencing and boundary security.
* Procedures around the security of external doors (such as the external kitchen door) and access to the site.
* Storage of hazardous substances.

We ensure and annual fire risk assessment takes place and any actions are swiftly addressed. Regular emergency evacuation drills take place and logged. Any actions identified through fire evacuation drills are addressed. We also ensure we practice ‘lock down’ procedures so that action can be taken should this be necessary.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid, infection control, medicines, allergies and specific dietary requirements and healthy food preparation and will make sure that procedures are in place to meet that responsibility.

# Driving at Work

Staff have clear guidance on driving at work.

# Outings and Visits

Our setting ensures children are safe and protected from harm whilst on educational visits providing staff with guidance on planning educational visits and undertaking risk assessments.

##

# Procedures for a parent failing to collect a child and for missing children

In the event of a child not being collected at the end of the day, every effort should be made by the setting to contact the parents and emergency contacts. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the police should be contacted. The setting has a separate policy outlining the procedure for the above circumstance.

If non-collection or late collection is a regular occurrence, early help should be offered by the setting in the first instance through a formal meeting with parents. If the situation does not improve, engagement with the early help service or a referral to Solihull multi-agency safeguarding hub (MASH) might be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

# Complaints- Procedure for dealing with concerns and complaints

Our procedures for dealing with complaints are clearly set out in our complaints policy and are available to parents. In the first instance we work to resolve any misunderstanding or concern.

# Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* Being more prone to peer group isolation than other children
* The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
* Communication barriers and difficulties in overcoming these barriers

The special education needs co-ordinator works closely with the designated safeguarding lead and those administering medicines to ensure vulnerable pupils are safeguarded.

# Administering Medicines

This setting is an inclusive community that welcomes and supports children with medical conditions. We provide all children with any medical condition the same opportunities as others. All staff understand the medical conditions that affect pupils at this setting. Staff receive training on the impact medical conditions can have on pupils. Appropriate information is shared to safeguard pupils. There is a separate policy/ procedure for administering medicines and responding to illness.

# Other Providers Operating on Education Provision Site (Lettings and Contracted Arrangements)

Where other providers operate in the setting through lettings or contracted arrangements, the setting should ensure that robust safeguarding procedures are in place.

Further guidance is available via NSPCC website.

#  Evaluating and Monitoring Process

Our Safeguarding Policy will be monitored and evaluated by:

* Line management and task management of staff.
* Audits of safeguarding records.
* Discussions with staff involved in safeguarding work.
* Pupil surveys, questionnaires and evidence of the pupil voice in safeguarding work.
* Scrutiny of data sets.
* Scrutiny of range of risk assessments and information (including attendance, bullying logs, behaviour records, health and safety risk assessments, fire risk assessment, educational visit risk assessment, safer recruitment information, to ensure a coordinated approach).
* Review of parental concerns and parent questionnaires.

# Success Criteria:

1. Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.

2. Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.

3. Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.

4. Content of the policy remains up to date with reference to relevant legislation and local guidance.

On-going self-evaluation will monitor and evaluate the effectiveness of the settings safeguarding policy and procedure in practice and this will include the views of staff, parents and children.

This guidance was updated in summer 2019 by Solihull Early Years and Education Improvement Service as a broad guide for Solihull settings.

##