



Safeguarding Policy

Audience	All teaching and support staff Parents/Carers Governing Body
Written by	J Glover
Date written / reviewed	Sept 2025
Date of next review	Sept 2026
To be reviewed by	J Glover (DSL)
Associated Governing Body Committee	Inclusion

Greswold Primary School Safeguarding Policy Statement

- This policy sets out how the governing body of Greswold Primary School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002 or Section 157 in relation to independent education provisions, academies and post-16 providers.
- The safeguarding policy applies to all staff (teaching and non-teaching), governors, volunteers, temporary and supply staff working in the education provision.
- This policy will be reviewed annually by the governing body and is in line with the requirements of Working Together to Safeguard Children (DfE, March 2023), Keeping Children Safe In Education (DfE, Sept 2025), Inspecting safeguarding in early years, education and skills settings Ofsted document (Sept 2024).
- This policy is available to parents via the school website.

Safeguarding Policy ratified by governing body of Greswold Primary School on

Governors' Committee Responsible: Curriculum/Inclusion

Governor Lead: Mrs Hardcastle

Nominated lead member of staff: Mrs Glover

Status and Review Cycle: Statutory Annual

Next review date: Sept 2026

GRESWOLD PRIMARY SCHOOL SAFEGUARDING POLICY

School vision statement

To provide an inclusive learning community where every child matters

School aims

- To provide a high standard of education in a stimulating, varied environment in which children can learn effectively.
- To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline.
- To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities; thus children are guided into responsibility not only for their own development but also that of the whole school family.
- To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum.
- To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds.
- To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. The policy applies to all children between the ages of 3-11 whose care and education comes within the remit of this education provision. (For some special education provisions this age range goes beyond 18). 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 school is a community and we all (staff, governors, 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, attendance 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 school 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.

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 by setting out its obligations in the education provision prospectus. This policy is made available to parents on request and published on the education provider name website.

Leadership and Management of Safeguarding

Governing Body

The Governing body is responsible for:

- Ensuring there is a nominated safeguarding governor
- Liaising with the Headteacher/designated staff over safeguarding matters. This is a strategic role rather than operational – governors will not be involved in concerns about individual pupils.
- Supporting the Headteacher 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 school leaders report to the governing body at least annually. This should also reflect the local authority annual review of safeguarding.
- Ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- Ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training in order to guide governors on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the education provision's safeguarding arrangements.
- Ensuring the school 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 and governors.

- Ensuring the school has a broad and balanced curriculum that incorporates safeguarding
- Ensuring the school complies with relevant legislation and local guidance around safeguarding.
- Ensuring that there are clear lines of accountability within the school's leadership for safeguarding
- There is a nominated governor (ideally the Chair), who will act as case manager for dealing with allegations of abuse against the Headteacher, the principal or proprietor or member of the governing body of an independent school. In the event of allegations of abuse being made against the Headteacher and/or where the Headteacher is the sole proprietor of an independent school, allegations should be reported to the local authority designated officer (LADO) within one day (see managing allegations policy).
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

A Governing body checklist is provided in Appendix 2.

Specific Safeguarding Roles in School

The nominated safeguarding governor is: Mrs Hardcastle. She is responsible for safeguarding and to champion good practice; to liaise with the co headteachers and to provide information and reports to the governing body.

The lead Designated Safeguarding Lead for Child Protection is Mrs Glover and is a member of the Senior Leadership Team.

The Co-Headteacher Mrs Scott leads on safer recruitment work. (In the event of the recruitment of a Headteacher, governors will lead the recruitment.)

The Educational Advice and Support to Educational Establishments (**EASEE**) lead is: Mrs Scott

The **case manager for dealing with allegations of abuse made against school staff members** are the co-head teachers, and should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **case manager for dealing with allegations against the Co-Headteachers** is Mr Elsharkawy the chair of governors, who should be contacted directly and immediately in the event of a concern. The managing allegations policy details procedures.

The **designated teacher for Looked after Children** is Mrs Glover.

The **Personal, Social and Health Education** leads are Mrs Powell and Mr Broadbridge

The medicines in school lead is Mr Hornsey.

The **First Aid** lead is Miss Carpenter.

The **School Nurse** is Ms Morgan.

The E-safety lead is Mr Chater.

The Preventing radicalisation lead is Mrs Glover

The Behaviour and anti-bullying lead is Mrs Scott/Mrs Woodcock

The **Health and Safety** lead is Mrs Scott.

The **Educational Visits** lead is Mrs Bibi.

The **Attendance** lead is Mrs Glover/Mrs Woodcock

The **Whistleblowing** lead is Mrs Scott/Mrs Woodcock

Our **local police community support officer** (PCSO) can be contacted on 0845 113 5000.

In the event of an emergency, please dial 999 immediately.

Responsibility and Accountability

The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice.

All staff members, governors, volunteers and external providers: are:

- Subject to Safer Recruitment processes and checks in relation to their role in the education provision.
- Expected to behave in accordance with the Code of Conduct 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.

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff:

- Have a responsibility to provide a safe environment in which children can learn.
- 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.
- Have a responsibility to take appropriate action, working with other services as needed.
- Are encouraged to show Professional Curiosity. "Professional Curiosity is the capacity and communication skill to explore and understand what is happening within a family rather than making assumptions or accepting things at face value".

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 training and health and safety training, familiarisation with the suite of safeguarding policies including the child protection policy, staff code of conduct, chapter one of Keeping Children Safe in Education (DfE Sept 2025). This training and induction is proportionate to their role and responsibilities.

Safeguarding in the School Curriculum

As a school, we will educate and encourage pupils to keep safe through the provision of a **broad and balanced curriculum, which includes a safeguarding curriculum**. The curriculum (for example history, English, drama, and RE) and in particular the personal, social and health and emotional education (PSHE) strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils, developing preventative strategies to ensure their own protection and that of others whilst promoting fundamental British Values. Opportunities are provided for pupils to develop the knowledge, skills and strategies they need to stay safe from abuse. For example: assessing risk, positive self-esteem, emotional literacy, assertiveness, and understanding of healthy relationships, sex and relationships education (including consent), e-safety, preventing radicalisation, female genital mutilation, child sexual exploitation and anti-bullying. This should also include broader work around safety including life skills such as hygiene routines and practices, road safety and independent travel. 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 and that they know where and how to report abuse.

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school 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. This could include:

- Work related stress risk assessment undertaken by the line manager. The Solihull MBC health and safety team can support in the creation of a work related stress risk assessment.
- Access to the Employee Assistance Programme - CIC 0800 085 1376, assist@cic-eap.co.uk
- Referral to Occupational Health for one-to-one counselling

In the event of a violent incident a risk assessment should be followed.

Suite of Safeguarding Policies and Procedures

Legal Clarification

Where the education provider requires legal advice, the Solihull MBC duty legal team can be contacted on 0121 704 6061. There may be a charge for this service.

Equality and Diversity

Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity. The policy clarifies procedures for dealing with any incidents of racism.

Behaviour and Anti-Bullying

Our behaviour and anti-bullying policies provide clear guidance to staff, pupils and parents on rewarding positive behaviour and the use of sanctions for inappropriate behaviour.

Child Protection

Our separate child protection policy sets out Greswold Primary School's approach to dealing with any child protection concerns. It includes specific safeguarding issues including children missing education (which includes attendance), child sexual exploitation, female genital mutilation, preventing radicalisation, domestic abuse, substance misuse (drugs and alcohol) and extremism and gangs and youth violence (including knife crime)

Relationships Education, Relationships and Sex Education, and Health Education (RRSHE)

Our RRSHE policy outlines the school approach to teaching sex and relationships education across the school and meeting the statutory responsibilities in this area. From 2020 Greswold will follow the mandatory RSE policy and will be taught age appropriately from EYFS to Year 6.

Looked After Children

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

Attendance Policy

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy.

Safer Recruitment and Safer Working Practice

Education providers have a responsibility to ensure staff are safely recruited and appropriately vetted in line with their roles and responsibilities. The safer recruitment policy outlines our approach. We maintain a single central record. Checking by the safeguarding governor is completed regularly. The single central record includes:

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

We ensure visitors to the site are 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
- From 2020 a Section 128 check will be undertaken on Governors

We also have a responsibility to ensure safe working practice in our provision. All staff are familiar with the code of conduct, the managing allegations policy and the whistleblowing policy.

The NSPCC Whistleblowing Helpline provides support to employees wishing to raise concerns over how child protection issues are handled in their own or other organisations. The NSPCC Whistleblowing Advice Line can be reached on 0800 028 0285. The advice line does not 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.

We ensure parents/carers are clear about how to raise a concern about a member of staff, volunteer or a pupil (eg details on school website, letters to parents, parent induction meetings).

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

Domestic Abuse Workplace Policy

Solihull Council's domestic abuse workplace policy provides guidance for staff on how to act if they are concerned about domestic abuse. Access is via the council's website.

On-line Safety and Social Media Policy

We provide clear and consistent guidance to staff, volunteers and visitors around the use of personal and school technologies, and ensure that staff adhere to such requirements at all time.

We ensure that staff and volunteers

- are aware of the risks associate with the use of technology
- know how to raise a concern about another staff member / volunteer
- fully understand the requirements about using mobile phones
- staff adhere to such requirements at all times (e.g. when taking school iPad/laptop off site for moderation training, working at home)

We ensure that pupils receive clear guidance around the use of mobile devices (including Smart watches and Fitbit watches) on site. Pupils know how to raise a concern around another pupil or an adult – particularly in relation to mobile technologies. This includes an effective PSHE curriculum where example scenarios allow them to explore how to deal with situations and the appropriate course of action.

Relevant local authority policy and procedural guidance:

- Solihull MBC On-line-safety Policy Guidance (resources available at <http://www.solgrid.org.uk/wellbeing/e-safety/toolkit/>),

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities, which are inappropriate or possibly illegal.

The school has a responsibility to educate pupils and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents will be included as much as possible in this process so that they can ensure that any access the pupils have to computers and the internet at home is safe.

Appropriate photographs taken of children to capture a curriculum activity or a celebration of school life using school equipment but permission will be sought from parents/carers beforehand. Staff will not use their personal mobile phone, camera (still or moving images), I Pad or other devices to take, edit or store images of pupils from this school. An exception to this practice will be that **named staff may be authorised by the Co-Head Teachers** to bring their own camera into school without a memory card, any images taken for school business to be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.

Staff will not communicate with pupils through private email accounts social networking sites, on educational matters, but will use official email and networking sites sanctioned by the school. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school believes it is far safer for staff not to accept either schoolchildren or ex-pupils as 'friends'. Great care will be taken if staff make an exception to this guidance and will account to the Co-Head teachers for their decision, e.g., young person is also a family member.

Physical intervention:

We recognise that it is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument / piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables education provision staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the education provision or among any pupils receiving education at the education provision, whether during the teaching session or otherwise.

The general guidance on The Use of Force to Control or Restrain Pupils (2013) continues to be supplemented by two specialist guidance documents, namely:

- *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* (Circ LEA/0242/2002); and
- *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* (Circ LEA/0264/2003).
- The circular entitled *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or Autism Spectrum Disorders* applies to all special education provision settings.
- Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the governing body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

Alternative Provision

Where we contract with an alternative provider to provide part of or all of a pupil's education, we ensure:

- The provision is a registered, (providers must be registered if five or more full time pupils are on roll, or one special education needs pupil.
- Clarity on the contract arrangements (eg: through a service level agreement)
- Pupils attend the provision and have clear arrangements for reporting non-attendance
- Clear plans around behaviour, recording and reporting inappropriate or declining behaviour.
- Requirement to report of pupil achievement
- Appropriate health and safety and safeguarding arrangements are in place

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

Our health and safety policy outlines our procedures in ensuring the site and premises are safe and secure.

This includes our risk assessment procedures, including:

- the safety of staff, pupils and visitors to the school 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 an annual fire risk assessment takes place and any actions addressed. Regular fire evacuation drills take place and logged on the fire evacuation log. Any actions identified through fire evacuation drills are disseminated to staff.

We will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for pupils, staff and visitors and will make sure that procedures are in place to meet that responsibility.

Driving at Work

Our driving at work policy provides staff with clear guidance on driving at work.

Educational Visits

Our educational visits policy provides staff with guidance on planning educational visits and undertaking risk assessments.

Emergency Advice and Support for Educational Establishments (EASEE)

Incidents and emergencies can occur at any time. Our education settings and young people are not immune from such incidents and often the impact of an incident can have far reaching effects in the wider community. For this reason we have utilised the 'Emergency Advice and Support for Educational Establishments' (EASEE) guidance and produced: school Emergency and Business Continuity Plan templates and used EASEE guidance material to plan for a range of critical incidents.

This includes emergency school lockdown procedure, bomb, and suspicious package information.

Procedures for uncollected children

In the event of a child not collected at the end of the school day, every effort should be made by the school to contact the parents/carers and emergency contacts. If contact with parents/carers and emergency contacts cannot be established, and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help will be offered by the school 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) may be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

Complaints

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

The local authority can provide an additional stage to review how schools have followed their own procedures in accordance with their provisions. Further advice can be sought through the Head of audit services on 0121 704 6282. This service is chargeable.

Guidance on dealing with persistent and unreasonable complainants is available on our school website.

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school.

All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our Medicines in School Policy.

5.0 Evaluating and Monitoring Process

Our Safeguarding Policy is 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 parent/carer concerns and parent/carer 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.