



Southover CE Primary – Induction of New Staff & Volunteers

Safeguarding and Child Protection Staff Induction Policy

The staff induction programme at our school aims to provide new members of staff with appropriate information, training, mentoring and support within the broad context of school operations.

This policy sets out the Safeguarding and Child Protection element of the induction programme, covering those areas stipulated within paragraph 13 of Part 1 of Keeping Children Safe in Education. The first weeks and months are vital to the success of any appointment. Our induction programme enables new staff to become knowledgeable and confident about Safeguarding as quickly as possible.

The induction process will:

- Provide information and training on the school's policies and procedures
- Provide Safeguarding and Child Protection training and assess its effectiveness
- Explain the school's Staff Code of Conduct to ensure that all staff, volunteers, and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Identify and address any specific training needs

The induction programme will include:

- An induction checklist of Safeguarding and Child Protection-related policies, procedures, and training to be covered
- Details of help and support available
- Details of relevant individuals (Designated and Deputy Designated Safeguarding Leads, for example)

Responsibility for Safeguarding and Child Protection Induction

- The Designated Safeguarding Lead (DSL) is responsible for the overall management and organisation of Safeguarding Induction for all new staff, volunteers, and governors

The person responsible for induction will

- Provide a tour of the school, and Health and Safety information about facilities, answering questions and giving practical advice
- Introduce the school's Safeguarding Team

The Induction Programme

The DSL will ensure that an Induction Programme is provided personally which will include:

- A statement of training needs, with a focus on Child Protection, and Health and Safety
- A checklist of the policies to be read and understood
- An expectation that Part 1 or Annex A* and Annex B of Keeping Children Safe in Education 2021 is read
- Details of help and support available
- An exemplar of expectations regarding recording a welfare concern/disclosure from a pupil/student

**Part 1 of Keeping Children Safe in Education is 'information for all staff' and in general all staff will be expected to read it. Annex A is a condensed version of Part One and it may be issued instead of Part 1 to some staff who do not directly work with children. Decisions around which version is read by whom will be made on an individual basis by the headteacher and DSL.*

Induction programmes will be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration will be given in relation to each post.

All new staff, including volunteers, will be given appropriate induction advice regarding Safeguarding and Child Protection, and training and resources. This will include:

- Staff/volunteer Induction Checklist
- Induction Pack
- Safeguarding and Child Protection Policy
- Part 1/Annex A and Annex B of the latest version of Keeping Children Safe in Education
- Staff Code of Conduct (staff only)
- Online Safety Policy
- Acceptable Use Policy
- Whistleblowing Policy
- Safeguarding and Child Protection
- Record Keeping Arrangements
- Health and Safety Arrangements

All new governors will be given appropriate induction advice, training, and resources by the Clerk to Governors/DSL. This may include:

- Safeguarding and Child Protection Policy
- The latest version of Keeping Children Safe in Education
- DfE information on the role of the governor

Appendix 1-Safeguarding Induction Checklist

Induction Element	Tick on Completion
<p>Arrival:</p> <ul style="list-style-type: none"> • Staff must produce photo ID at reception • Receive ID card or Visitor Badge on Lanyard • Read Safeguarding Leaflet • Introduction to DSL and deputy/ies with an explanation of their role • Tour of school • Brief on use of personal mobiles/devices 	
<p>Health and Safety:</p> <ul style="list-style-type: none"> • Introduction to safeguarding procedures at the school • Fire safety procedures • First Aider information 	
<p>Policies and Procedures:</p> <ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Pupil Behaviour Policy • Staff Code of Conduct (staff only) • Whistleblowing Policy • Online Safety Policy (including use of social media) • Attendance Policy, which along with the Safeguarding and Child Protection Policy will make clear the safeguarding response to children who go missing from education (staff only) • Keeping Children Safe in Education (latest version) 	
<p>Documents to Sign:</p> <ul style="list-style-type: none"> • ICT Acceptable Use Agreement • Annual Safeguarding Declaration (including documents read and understood) 	
<p>Safeguarding Training:</p> <ul style="list-style-type: none"> • Whole School Safeguarding Training • Prevent Training • FGM Training • Record Keeping Training (CPOMS) • Other training identified as required for the role (for example, Positive Handling) 	
<p>Induction Review:</p> <ul style="list-style-type: none"> • Date to be arranged 	
<p>DSL giving induction _____</p> <p>Staff member receiving induction _____</p> <p>Date induction completed _____</p>	

Safeguarding Children at Southover CE Primary School

Guidelines for good practice in safeguarding & child protection

The designated safeguarding leads are:

Noel Fadden, DSL/Headteacher

Zoe Short, Deputy DSL/Assistant Headteacher

Where a member of staff or volunteer has concerns that a child may be being abused, the designated safeguarding lead should always be informed. What may seem like 'small' concerns are vital to share as they may be a key part of a bigger picture.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Our school will support all pupils by:

- Encouraging development of self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

When a child chooses to share information

When a child chooses to share information with an adult in school about an abusive incident, it is school policy to follow these basic principles:

1. Listen to the child, rather than directly question him/her/them.
2. Never stop a child who is freely recalling significant events.
3. Never ask a child to repeat the conversation.
4. Let the child know you believe them.
5. Make a note of the discussion, taking care to record the date, timing, setting and people present as well as what was said.
6. Record all subsequent events. It is important to write up at least a rough draft immediately in order to retain as much accurate information as possible.
7. This information should be dealt with in a professional manner and reported immediately to a member of the DSL team. All information is confidential.
8. **In no circumstances should a member of staff promise confidentiality to a child in this or any other matter.**

It is important that:

- The child is treated sensitively and with dignity.
- That he/she/they is told what is happening and why, at each stage and prepared for the next step.
- That the child does not have to repeat or elaborate on what they have disclosed.
- That the school remembers that it is not an investigative agency.

The child must not be pressed for information, led or cross-examined, or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

General Advice *(Please see also Southover's Staff Code of Conduct & Behaviour Policy)*

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. However, we recognise that this is not always possible.

All Staff should be aware of the school's behaviour policy, systems and procedures.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about specific children or the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Head Teacher, the Chair of Governors (Andrew Barnard abarnard@southover.e-sussex.sch.uk and Susanne Pollard spollard@southover.e-sussex.sch.uk) or externally to the school with Sam Efde - LADO (Local Authority Designated Officer) or Susan Giles (Assistant Local Authority Designated Officer) via the online portal here.

Staff use physical intervention as a last resort, but staff are empowered to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Our policies on Bullying and Equalities are set out in separate documents and makes clear that no bullying of any sort is acceptable at Southover Primary School. This includes homophobic, race, disability and gender related bullying. The school delivers a zero-tolerance approach to all forms of bullying including verbal, physical and online.

Definitions, contacts and guidance

Significant Harm

The concept of Significant Harm introduced by the Children Act 1989 is the threshold by which compulsory intervention by Social Services may take place:

- Harm means ill treatment or the impairment of health or development
- Development means physical, intellectual, emotional, social or behavioural development
- Health means physical or mental health; and
- Ill treatment includes sexual abuse and forms of ill treatment which are not physical

The categories of abuse:

- Physical abuse: non-accidental injuries, bruising, wounding, burns, fractures
- Neglect: the chronic inattention to basic needs
- Sexual abuse: the involvement of children or young people in sexual activity. This includes the abuse of a position of trust
- Emotional abuse or neglect: persistent emotional ill treatment such as the extreme denial of love, affection or approval

Contacts:

Noel Fadden – 07946 838365

Zoe Short - 07803269553

If the DSL team are not available, the Single Point of Access (SPOA) is the first point of contact for concerns about the welfare of a child.

Contact SPOA on: 01323 464222 Email: 0-19.SPOA@eastsussex.gov.uk

Duty & Assessment Team (for urgent, serious safeguarding concerns) - Phone: 01323 747373.

Out of hours Emergency Duty Service - Phone: 01273 335905 or 335906

I have read and understood this guidance and Keeping Children Safe in Education (Part 1) and agree to abide by the principles and routines stated in both documents

Signed: _____ Name: _____ Date: _____