Key Safeguarding Guidance

Fen Rivers

Welcome to Fen Rivers. This information is designed to help agency staff, volunteers and placement students work safely and appropriately.

We hope it helps you to actively engage with pupils positively and with increasing confidence. Indeed, an important part of working with pupils is building effective relationships which help them feel secure and happy. We want all colleagues to become highly skilled and to obtain high levels of job satisfaction.

Please sign and return this guidance before starting work. A copy will be provided for you.

Safeguarding is everyone's responsibility.

Never assume someone already knows.

School and Trust information

The Fen Rivers is a member of The Bridge Trust. For more information about the Trust please visit www.thebridgetrust.academy. The Bridge Trust contact number is 0207 6191000.

The Headteacher of Fen Rivers is Amanda Fewkes. Our contact details are:

Fen Rivers

Kilham's Way
King's Lynn
Norfolk
PE30 2HU

Phone: 01553 887330

School leaders:

Amanda Fewkes, Headteacher

James Thompson, Deputy Headteacher

Rachel Good, Head of Safeguarding and Multi-Disciplinary Team

Safeguarding Overview

Safeguarding is everyone's responsibility. Never assume someone already knows. All schools in The Bridge Trust fully recognise their moral and statutory responsibilities for safeguarding and promoting the welfare of children.

If a child discloses information to you, react calmly, listen carefully, do not promise confidentiality, don't ask leading questions, and do not investigate. Report your concern in line with the safeguarding reporting procedure below.

Safeguarding Reporting Procedure

After speaking to a Designated Safeguarding Lead (DSL), or Deputy DSL you will need to write-up your concern on a Pink Record of Concern Template that will be provided to you, or on CPOMS if you have been provided with a log-in.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals listed in our Safeguarding Reporting Procedure (the poster below) and provide them with a written record of your concern. This can be done through CPOMS or the form in the appendix of our Safeguarding and Child Protection Policy. The form can also be obtained from Rachel Good DSL, or on the wall in every classroom and in both staff rooms. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

The people you should talk to in school are:

Head of Safeguarding (DSL): Rachel Good
Location of office: Secondary Admin Corridor
Contact Number: 01553 887330 extension 1204

Deputy Designated Lead: Amanda Fewkes Headteacher
Location of office: Secondary Admin Corridor
Contact Number: 01553 887330 extension 1202

Primary Advocates Team (DDSLs)
Location of office: Lower Primary Student Corridor
Contact Number: 01553 887330 extension 1211

Secondary Advocates Team (DDSLs)
Location of office: Secondary Student Corridor
Contact Number: 01553 887330 extension 1206

Any allegation or low-level concern about a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher.

If your concern relates to the Headteacher, please contact the Chief Executive Officer: Hermann Farrington and the Head of People Services: Lisa Cardinali. Alternatively, you can contact the Local Authority Duty Desk on 01603 307797. NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The Bridge Trust
Fen Rivers

Safeguarding Reporting Procedure

Are you **concerned** about a pupil or someone working at the school?

1. Are you concerned about a pupil?

Talk to the Head of Safeguarding

Rachel Good
Designated Safeguarding Lead

If they are unavailable, talk to a Deputy Designated Safeguarding Lead

Amanda Fewkes
Deputy Designated Safeguarding Lead

James Thompson
Deputy Designated Safeguarding Lead

Hayley Clifton
Deputy Designated Safeguarding Lead

Amy Taylor
Deputy Designated Safeguarding Lead

Jodie Demidh
Deputy Designated Safeguarding Lead

2. Are you concerned about someone working at the school?

Talk to the Headteacher

Amanda Fewkes
Designated Safeguarding Lead

If they are unavailable, talk to the Deputy Headteacher or Head of Safeguarding

James Thompson
Deputy Designated Safeguarding Lead

Rachel Good
Deputy Designated Safeguarding Lead

If your concern relates to the Headteacher, please contact the Chief Executive Officer: Hermann Farrington and the Head of People Services: Lisa Cardinali.

If the concern relates to the Deputy Headteacher and the Headteacher is unavailable, contact the Chief Executive Officer: Hermann Farrington and the Head of People Services: Lisa Cardinali.

Further information is available in the school Safeguarding Policy.

A member of
The Bridge Trust
Family of Schools

Lanyards

All those working at Fen Rivers must always wear their lanyard and ID pass when on Bridge Trust premises or off site with pupils. This is to ensure that people working at the school can be identified, including whether the individual had a DBS check completed for the Trust. All staff are expected to challenge adults not displaying an appropriate lanyard or ID pass.

Dark Blue: Staff

Light Blue: Visitors DBS Checked

Red: Visitors not DBS Checked – Must be accompanied

Signing In and Out

All people working at the school are required to sign in and out. This is done through using a signing in and out sheet that is available in both Primary and Secondary receptions. People working at the school should sign out if they leave the school premises at lunch times, even if this is for a short amount of time. The sign in/out system is used in emergencies as a register. Failing to sign in/out may put others at risk should there be an emergency, such as a fire.

Pupils arrive at 8.45am and leave at 2:30pm. Please arrive ten minutes before your start time. The start time for agency staff is 8am (this is when you need to already be in your classroom). The finish time is 4pm. Please do not leave the school site before this time. Your lunch break is 30 minutes and will be 11.45-12.15, 12.15-12.45 or 12.45-1.15pm. Please ask staff in your team and check when your lunch break will occur and where you are expected to be afterwards. Please leave the staff room a couple of minutes before the end of your lunch break to ensure you are back in class on time. After the children leave you will join the team debrief and professional meetings, finishing at 4pm.

Please let your agency know as soon as possible if you are unable to attend so they can let us know before 07:00 on the day of absence, or earlier if this is known the day before. This enables us to plan for the children.

Fire Drill

Fire drills are held at least termly without prior warning. Fire procedures available in the classrooms including the staff room. Fire alarm sounding should be responded to as a true emergency, even if it is believed to be a false alarm. Pupils are aware that when the alarm sounds it means they are to evacuate the building. The main muster points for staff and pupils are the KS2 playground for Primary and fenced playground for Secondary. Training is provided on a regular basis in how to use fire equipment and the evacuation procedure regularly reviewed.

Physical Contact

There are occasions when it is entirely appropriate and proper for agency staff, volunteers, and placement students 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 given their age, stage of development, gender, ethnicity, culture, and background. It is not possible to be specific about the propriety of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a colleague believes that an action could be misinterpreted, the incident and circumstances must be reported to the Headteacher or DSL immediately.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example, a personal care plan for a pupil with a physical disability) which adheres to school policy. Where feasible, colleagues should seek the pupil's permission before initiating contact. They should listen, observe and take note of the pupil's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. People working at the school should always remain self-aware in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where agency staff, volunteers and placement students have a particular concern about the need to provide this type of care and reassurance they should seek further advice from the Senior Leadership Team. Please read Safer Working Practice Guidance and Use of Reasonable Force.

People working at the school may support the teaching of PE and games or provide music tuition. On occasions they may have to initiate physical contact with pupils so they can perform a task safely, to demonstrate the use of a particular piece of equipment/ instrument or assist them with an exercise. This should be done with their agreement, with due consideration for pupils' lived experience, BSP's and consent. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. People working at the school should remain sensitive to any discomfort expressed verbally or nonverbally by the pupil.

Pupils are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision to safeguard pupils, satisfy health and safety considerations and support behaviour. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Social Contact, Social Media and Networking

Agency staff, volunteers and placement students must not share any personal information with pupils. They should not request, nor respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If such non-professional contact does occur (accidentally or otherwise), the adult should advise the Headteacher or DSL and they will advise on any response.

People working at the school must not give their personal contact details such as home/mobile phone number, home or personal email address or social networking details to pupils under any circumstances. They should not engage in conversation with pupils, past or present, irrespective of their age, on any social networking site. Offers of assistance to a pupil with their studies via any social networking site are inappropriate and leaves the employee vulnerable to allegations being made.

Agency staff, volunteers and placement students are not to have online friendships with parents or carers of pupils, or members of the governing body/trustees. Where such pre-existing online friendships exist, employees must declare these and ensure that appropriate professional boundaries are always maintained.

People working at the school are responsible for what they communicate on social media. They should not post material which damages the reputation of Fen Rivers or The Bridge Trust, or which causes concern about their suitability to work with children and young people.

Trauma and Mental Health Informed Practice

Trauma-informed practice is an approach that recognises and acknowledges trauma and supports wellbeing. Trauma-informed practitioners assume that a student could have a trauma history and take steps to avoid triggering or re-traumatizing them. Trauma-informed practice is a strengths-based framework that sees trauma survivors as individuals who manage the best as they can. Through noticing and wondering about what they observe, and in being an emotionally available adult, we are able to consider every interaction as the opportunity for a conscious intervention to reframe thinking and widen a child's window of tolerance.

PBS (Positive Behaviour Support)

We support our pupils by focusing on positive language and praise. All Bridge Trust schools are PBS schools. It is a person-centred prevention-based framework where the pupil sits as the central focus of all the work that we do with them, across all domains. PBS is always linked to the school's values. PBS is for everyone, and PBS happens everywhere (school, at home with family, after school clubs, transport…). The aim of PBS is to improve the person's sense of wellbeing. If pupils are regulated and feel good about themselves, they are more likely to engage in learning, which will then lead to a reduction in behaviours of concern. PBS can be seen as a way of unconditionally accepting the way a person is, and not trying to change them in anyway. We do not change the person; we change the environment and the way in which they are interacted with. PBS is 'always being available for the student', whatever the pupils' circumstances are. By this we unconditionally support our pupils and celebrate their successes and progress together. PBS is all about providing the right type of 'transactional support' to the student in order that we learn together, instead of presenting them with any form of punitive response which is viewed within PBS as completely unproductive. PBS, when delivered appropriately and sensitively, makes the student feel valued and validated.

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. People working at the school must not use any form of degrading treatment to punish a pupil. The use of sarcasm, or of de-meaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring, or overbearing physical presence is entirely unacceptable. Everyone working at the school is expected to treat all pupils and staff with respect, patience, and kindness.

Restrictive physical intervention may only be used as a last resort, de-escalation is 95%. People working at the school should have reasonable grounds for believing that physical intervention is necessary to justify its use. They should only use restraint where they consider it is necessary to prevent serious harm, including risk of injury to the child or young person or others. For example, dragging or pulling a pupil into classroom simply because you feel that's where they should be it not acceptable. Staff should use their professional and therefore lawful judgement to decide if restraint is necessary, reasonable, and proportionate. Staff must consider pupils' vulnerability to harm, such as age, experience of trauma, and disability.

Staff are trained to use Team Teach, which includes ethical physical intervention and restrictive physical intervention (restraint) training.

Agency staff, volunteers and placement students need to make themselves familiar with specific pupils' behaviour support plans. Naturally, your knowledge of pupils' needs and supporting them will grow though conversations with the class teacher and class teams.

Propriety, Behaviour and Appearance

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct to maintain the confidence and respect of their colleagues, pupils, and parents. An individual's behaviour or actions, either in or out of the workplace, should not compromise their position within the work setting or bring the school into disrepute. The misuse of drugs or alcohol, and acts of violence or threatening behaviour would be examples of such behaviour.

A person's dress and appearance are matters of personal choice and self-expression. However, those working at the school must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. A hard and fast rule for dress is that we should not be able to "see up, down it, or through it. And no blue jeans or high heels"

Please avoid wearing jewellery that may place you at risk of injury. For example, hooped earrings.

Personal property of a sexually explicit, or otherwise offensive nature such as books, magazines, CDs, DVDs, or such material on any electronic media must not be brought onto or stored on any Bridge Trust premises or equipment.

Use of Images of Children

Agency staff, volunteers and placement students must not use personal devices to take a photo, video or recording of a pupil. Mobile phones are not to be taken out of the admin corridors or staffrooms, and must not be in classrooms, even in cupboards

Raising Concerns

Agency staff, volunteers and placement students should raise any concerns about poor or unsafe practice and potential failures in the school's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team. They should speak with the Headteacher or the DSL if they have such concerns.

Our duty of care to you

The first point of call for accidents to staff should be a first aider. These individuals will assess and deal with minor injuries. A list of first aiders can be found in the office and on posters around the schools. Should you become unwell while working at the school, we may need to contact a close friend or relative of your choice. Please supply details below. All injuries or accidents will be recorded on Evolve accident book.

Name of person to be contacted:

Relation to you (e.g. sister):

Contact number:

I have read and understood this guidance. I have had the opportunity to ask questions about the guidance and know how to seek clarification if required.

Full name:

Signature:

Date: