



**guidepost**  
montessori

# Safeguarding

## Introduction and Purpose

Guidepost is committed to safeguarding and promoting the welfare of all students. All students have the right to be protected from all types of harm and abuse.

At Guidepost, we recognise the importance of providing an ethos and environment within school that will help students to be safe and feel safe. We believe that all students have a right to be heard and to have their wishes and feelings taken into account and have equal rights to protection.

## Definition of Safeguarding

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing the impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children to have the best life chances.

There are four main elements to Safeguarding and Child Protection.

- Prevention (e.g., positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- Support (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);



- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).

### **Creating a Culture of Safeguarding**

As safeguarding and promoting the welfare of children is everyone's responsibility, everyone who comes into contact with children and their families, guardians and carers has a role to play. Everyone who works with our students should make sure that their approach is child-centred (that is, that they consider, at all times, what is in the best interests of the child).

We are committed to working in partnership with parents and medical services to continuously develop and improve the safeguarding culture within our organisation.

Having these safeguards in place not only protects and promotes the welfare of children but also enhances the confidence of our staff, volunteers, parents/guardians and carers, and the general public.

## **Roles and Responsibilities**

Everyone who comes into contact with children has a role to play in keeping them safe and promoting their welfare. Their safety and wellbeing are at the centre of our work, and staff must always act in the best interest of the students, listening to what they have to say and accessing help for them. Fears about sharing information should not get in the way of accessing help. We all share the responsibility for ensuring that we provide and maintain a safe environment in which students can learn and thrive. Safeguarding is everyone's responsibility.

### **Staff Responsibilities**

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn;
- Ensure students feel they are always taken seriously and listened to. They must never be made to feel ashamed or they are creating a problem by speaking to an adult;
- Be able to identify and act upon indicators that children are at risk of developing mental health issues.

Be prepared to identify students who may benefit from help:

- Understand Guidepost's safeguarding policies and systems;
- Undertake regular and appropriate training, which is regularly updated;



- Know what to do if a student tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child;
- Know how to maintain an appropriate level of confidentiality.

### **Parents, Guardians and Carers**

Parents/guardians and carers have a responsibility to:

- Adhere to the relevant School/policies and procedures;
- Talk to their children about safeguarding issues and support the School in their safeguarding approaches;
- Identify behaviours which could indicate that their child is at risk of harm, including online and seek help and support from the School or other agencies;

### **Children and Young People**

Children and young people (students) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account;
- Contribute to the development of School safeguarding policies;
- Receive help from a trusted adult;
- Learn how to keep themselves safe, including online.

## **Staff Hiring and Training**

All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues, including online safety.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The School will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
- All staff will be supported by the DSL and School Safeguarding Team in their safeguarding role;
- All members of staff have regular reviews of their own practice to ensure they improve over time.



## **Safer Recruitment**

At Guidepost we are committed to providing a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our students and staff.

Guidepost is responsible for ensuring that the School maintains an accurate Single Central Record (SCR).

## **Visitors and External Organizations**

### **The Use of School Premises by Other Organisations**

Where services or activities are provided separately by another body using the School premises, the Governing Board will seek written assurance that the organisation(s) concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use the premises will be refused. Risk assessments will be carried out, as necessary.

### **Security**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of local or national emergencies such as Covid-19 restrictions.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School as outlined within the relevant guidance. Visitors will be expected to sign in and out via the School Office or Facilities Office visitor log and to display a visitor badge/lanyard whilst on School site. If they are not known to the School, they will be required to show original current photo identification such as a passport or photo card driving licence. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

Visitors will be expected to adhere to any safety arrangements implemented because of local or national emergencies such as Covid-19 restrictions.

All visitors will be accompanied whilst on our School site.

The School will not accept the behaviour of any individual (parent or other) that threatens School security or leads others (child or adult) to feel unsafe. Such



behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the School site.

## **Other Safeguarding Considerations**

### **Curriculum and Staying Safe**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our Grace and Courtesy, and Cosmic Education curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that children have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

### **Safeguarding Children with Special Educational Needs and Disabilities**

At Guidepost, we acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

We will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

### **Anti-Bullying and Child on Child Abuse**

All members of staff at Guidepost recognise that children are capable of abusing their peers. Child on child abuse can take many forms, including but not limited to, bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence, and 'sexting'. Staff are to be mindful that some potential issues may be affected by gender, age, sexuality, ability, and culture of those involved.

At Guidepost, we believe that abuse is abuse and it will never be tolerated. It will not be passed off as 'banter' or 'just having a laugh'. We understand this can lead to a culture of unacceptable behaviour, an unsafe environment for our children and a culture that normalises abuse. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.



Our students should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. We understand that even if there are no reports of child-on-child abuse in school, this does not mean it is not happening.