



Barlby Bridge Community Primary School

SAFEGUARDING POLICY

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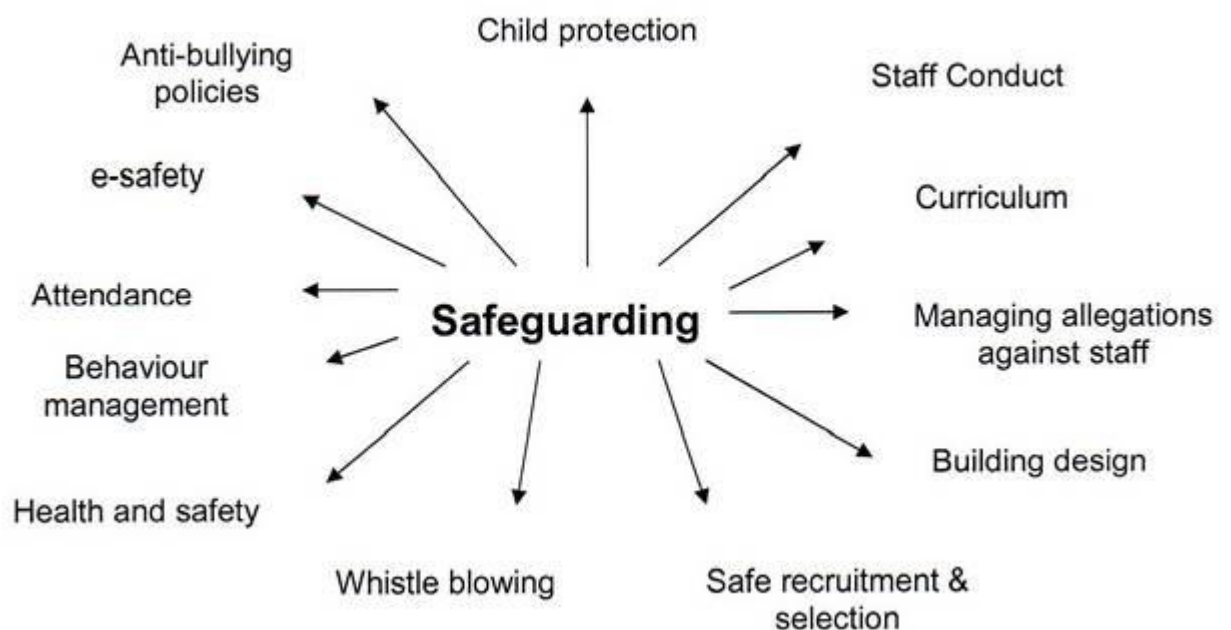
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SCHOOL COMMITMENT TO SAFEGUARDING

Barlby Bridge Community Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, checking the Children's List and Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

a DBS check is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, **from October 2009 it is a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred and/or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm**

this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff – a copy is also held at the Personnel and Payroll Unit, North Yorkshire County Council

all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate

our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy

identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

Claire Hughes (Headteacher (HT)), Gavin Dyer (DHT), K Hanks (Co-opted governor), K Wailing (Co-opted governor) and J Duckett (Vice Chair) have undertaken the Children's Workforce Development Council's Safer Recruitment in Education Training (www.cwdcouncil.org.uk). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2. Safe Practice

Our safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- Claire Hughes (HT), Gaving Dyer (DHT), Wendy Hockley (senior leader), Chris Chappell (senior leader) and Joanne Ellis (SENCO) have participated in the full WRAP Prevent training. All other staff have completed online training- certificates are located in staff files.

3. Safeguarding Information for pupils

All pupils in our school are aware that they can talk to any member of staff. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We remind pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm through PSHCE, Rights Respecting work and other materials which we use to help pupils learn how to keep safe including training for safer internet usage. We also use pupil questionnaires regularly to check this.

Our school will ensure that pupils are made aware that information can be found by, for example, displaying ChildLine posters. In 2016 our school took part in ChildLine's new biannual initiative to deliver assemblies and workshops for children in Years 5 and 6.

4. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted and we canvass their views through questionnaires and newsletters which direct parents and children to websites such as www.nspcc.org.uk; www.ceop.gov.uk).

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Barlby Bridge School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Senior Person)

We encourage parents to discuss any concerns they may have with our Home School Link Worker; Karen Burns, who is available to talk to parents.

We make parents aware of our policy through prospectus and newsletters. and parents are made aware that they can view this policy on request or through the school website.

The school will, of course, always aim to maintain a positive relationship with all parents. The school's Child Protection Policy is also available on request. Parents also give consent to children taking part in biannual ChildLine Workshops for Years 5 and 6.

'Safer Internet' sessions have been delivered to all pupils by an e-Safety consultant in March 2016.

A 'Safer Internet' awareness session was offered to all parents and carers January 2017 and an assembly for parents was led by the PSHE lead in February 2017.

5. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies;

NYCC Safeguarding Board, Social Care, NY Police, Selby and York District Health, Surestart.

There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6. School Training and Staff Induction

The school's senior member of staff with designated responsibility (Head Teacher) for child protection undertakes full child protection training and training in inter-agency working, and refresher training at 2 yearly intervals. All Barlby Bridge staff, including non-teaching staff, have undertaken appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 2 yearly intervals. Volunteers and governors have completed online child protection training.

7. Support, Advice and Guidance for Staff

Staff are supported by North Yorkshire County Council Safeguarding Children Board. The designated senior person for Safeguarding/Child Protection is supported by the SENCO and Link Governor for Child Protection.

8. Related School Policies

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of childrenproviding first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

Safeguarding Children and Safer Recruitment in Education DfES 2007

Therefore read in conjunction with related school policies and arrangements on behaviour and anti-bullying, equality, confidentiality and data protection, drugs and substances.

Children Missing from Education

The school follows the NYCC protocol. Where children on roll at Barlby Bridge do not attend, and this school has made the usual enquiries we refer the case to the Education Social Work Service. If the allocated worker can not locate the child/family a referral is made to the ESW Service.

9. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above).
- Parents must notify the school officer if there is any change to collection arrangements.
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child.

10. Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter- agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the CWDC's or equivalent Safer Recruitment Training. (see above named).
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- the Head Teacher is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff, including the Head Teacher and Governors undertake appropriate child protection training which is updated every two years (see certificates).
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- a governor is nominated to be responsible for liaising with the NYCC CYPS and /or partner agencies in the event of allegations of abuse being made against the head teacher
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including
- taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies. (Poster displayed).

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral
- ensure that all staff have access to and understand the school's child protection policy
- ensure that all staff have safeguarding training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment as soon as possible and

transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service. Where the parents inform school that they wish to 'home educate' their child, the ESW Service endeavours to undertake a home visit to discuss this with the parents and the information is then passed to the NYCC REOTAS service who monitor children receiving education other than at school.

David Barber: Designated Person for Child Protection and Safeguarding.

Reviewed November 2017

Date of next Review: November 2018

APPENDIX

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Basic Child Protection training for all school staff has covered the following;

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source: Working Together to Safeguard Children 2010)

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non- attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm

- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- *making an enquiry to find out if the child is subject to a Child Protection Plan by calling ESW and NYCC Safeguarding Children Board*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs

to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented.

4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child In Need or Child Protection Plan, contribute to the plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by social care e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the guidance in the NYCC Safeguarding Children Board
- where a child on the child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher as designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' School will obtain a receipt from the school to confirm safe transition of these documents. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

6. Supporting the Child and Partnership with Parents

- Barlby Bridge School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL (INCLUDING VOLUNTEERS)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the NYCC Safeguarding Children Board procedures.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher or Chair of Governors if the Headteacher is the subject of an allegation.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.