

Safeguarding/Child Protection Policy



Contents

1. Aims, Purpose and Principles
2. School Designated Safeguarding Head
3. Designated Safeguarding Governor
4. Recruitment
5. Volunteers
6. Induction And Training
7. Dealing With Concerns
8. Safeguarding In School
9. Photographing Children
10. Confidentiality
11. Conduct Of Staff
12. Physical Contact And Restraint
13. Allegations Against Members Of Staff
14. Before And After School Activities
15. Contracted Services
16. Provision to Help Pupils Stay Safe
17. Implementation, Monitoring and Review
18. Parents and Carers

Introduction

Sandhill Primary School ensures that children are effectively safeguarded from the potential risk of harm and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work.

To help the school maintain its ethos staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

This policy is based on the following principles:

- All members of the school community are aware of their responsibilities in relation to safeguarding and child protection.
- All members of the school community know the procedures that should be followed if they have a cause for concern.
- All members of the school community know where to go to find additional information regarding safeguarding.
- All members of the school community are aware of the key indicators relating to child abuse.
- All members of the school community fully support the school's commitment to safeguarding and child protection.

Increasingly, schools are expected to work with, and support different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that school will have, the procedures that staff should follow and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision they may need to take.

The school Child Protection Policy should also be read in conjunction with Working Together to Safeguard Children April 2013

- 1.1 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State¹ at all times.
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.
- 1.3 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.
- 1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.5 The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.
- 1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Board (www.safeguardingchildrenbarnsley.com).

1.8 As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies; (Designated Safeguarding Lead)
- ensure (through the Designated Safeguarding Lead) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2 DESIGNATED SAFEGUARDING LEAD IN SCHOOL

2.1 The Designated Safeguarding Lead for safeguarding and child protection in this school is:
Miss Joanna White.

2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead:

Miss Katy Beech.

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

2.4 The school recognises that:

- the Designated Safeguarding Lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- all members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases
- The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The Designated Safeguarding Lead is the first person to whom members of staff report concerns.
- The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff.
- The Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Board and discussed with families in advance of Conference.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Board.
- Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can discuss this with the Head of Safeguarding and

Welfare/members of the Safeguarding Unit and consider what needs to happen next.

- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the headteacher to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection to ensure this takes place.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure that a termly update is completed using the Designated Safeguarding Lead Workbook.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records, both schools should retain a copy of the transfer form.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for children missing education. The Local Authority should also be informed if a parent is considering elective home education so the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service.

2.5 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case. (Training is every two years.)
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: **Eileen Parry**

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.
- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
 - The school is carrying out its duties to safeguard the welfare of children at the school;
 - Hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus.
 - Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate;
 - Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
 - The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
 - All staff, volunteers etc will be vetted to ensure that only persons suitable to work with children shall work in the school.
 - Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures and DfE guidance Dealing with Allegations of Abuse against teachers and other staff. Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012).

4 RECRUITMENT

- 4.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 4.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:
 - Identity checks to establish that applicants are who they claim to be² eg having sight of an applicant's birth certificate, passport and/or driving licence
 - Academic qualifications, to ensure that qualifications are genuine
 - Professional and character references prior to offering employment
 - Satisfy conditions as to health and physical capacity
 - Previous employment history will be examined and any gaps accounted for.
 - DBS Checks will also be completed.

- The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.

5 VOLUNTEERS

- 5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.
- 5.2 'Working with Volunteers' policy is in place and WWV1 forms are used for all volunteers working within school.

6 INDUCTION & TRAINING

- 6.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.
- 6.2 All new staff at the school (including volunteers) will receive child protection information (What To Do If You Suspect A Child Is Being Abused) and a copy of the Safeguarding and Child Protection policy on starting their work at the school.
- 6.3 All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the on line safeguarding training which can be accessed via www.safeguardingchildrenbarnsley.com.
- 6.4 All Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years.
- 6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow. (See Induction Policy)
- 6.6 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.
- 6.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and students are expected to have completed the Safeguarding awareness training prior to commencing their employment.

7 DEALING WITH CONCERNS

- 7.1 **Teaching Staff and Support Staff** - All staff need to be alert to the signs of abuse detailed in this policy. They should report any concerns immediately, where possible to the designated teacher or her deputy. If in any doubt they should consult with the designated teacher.

Apply the procedures detailed below for responding to a suspected case remembering that:

- you cannot promise confidentiality
- information should only be shared with those who need to know
- it is important to stay calm and reassuring
- the needs and safety of the child must always come first
- when in doubt - ask

- 7.2 **Non-teaching staff** - Non teaching staff may also be approached by children or have concerns. They should follow the same procedure as teaching staff in seeking referral at the earliest opportunity to the designated teacher or their deputy where appropriate.
- 7.3 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 7.4 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.
- 7.5 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.6 All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately.
- 7.7 The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for concern form.
- 7.8 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure. Where verbal referrals are made to social care, the referral should be confirmed in writing within 24 hours. Where there is uncertainty about making a full referral, advice can still be sought from the social care department without giving the child's details.
- 7.9 A Vulnerable Pupil file will also be raised and this includes:
- Vulnerable Pupil Information Sheet
 - Cause for concern form
 - Indication on front of folder if there are any other siblings
 - The folder is placed in the 'live' Vulnerable Pupils and Families Section
 - Make relevant staff aware that the file has been raised.
- 7.10 All discussions, telephone calls and meetings in relation to the child/young person must be recorded on the individual child's electronic Cause for Concern (CFC) Log.
- 7.11 All paperwork must be saved / scanned into the child's electronic CFC Log.
- 7.12 The Designated Safeguarding Lead and other appropriate professionals will hold a monthly meeting to discuss and review all live and dormant records. The Designated Safeguarding Lead will then be able to:
- monitor that the agreed actions have taken place
 - assess the impact of the actions and the progress being made
 - agree the next steps
 - quality assure the written records
 - collate a report for the Governing body outlining the level of child protection concerns and work being undertaken
 - ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
 - Ensure school is represented at Core Groups and Conferences
- 7.13 The documentation for each child/young person must be stored in a secure place.

8 SAFEGUARDING IN SCHOOL

8.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in conjunction with the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system.
- Safe recruitment
- Code of conduct for staff
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention - managing challenging behaviour
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy
- Supervision Policy
- Children Missing Education

9 PHOTOGRAPHING CHILDREN

9.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

9.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

9.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

9.6 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil

9.7 The allowing of photographs and videos will be at the discretion of the Headteacher.

10 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

- 10.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated Safeguarding Lead.

11 CONDUCT OF STAFF

- 11.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- working alone with a child
 - physical interventions
 - cultural and gender stereotyping
 - dealing with sensitive information
 - giving to and receiving gifts from children and parents
 - contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - disclosing personal details inappropriately
 - meeting pupils and families outside school hours or school duties
- 11.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action
- 11.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at XXXX School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures
- 11.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement to BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 11.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- To the school learning mentor via concern boxes
 - Through encouragement to discuss issues at school assemblies
 - Via the school council meetings
 - Learning mentor drop in sessions
 - An open approach to discussing issues with staff

12 PHYSICAL CONTACT AND RESTRAINT

12.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with DfE's Use of Reasonable Force and Education and Inspections Act 2006.

12.2 Where needed staff will be trained on an appropriate programme for positive handling.

13 ALLEGATIONS AGAINST MEMBERS OF STAFF

13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Possibly committed an offence against or related to a child
- Behaved in a way that has harmed or may have harmed a child
- Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

13.2 The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

13.3 The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

13.4 The Headteacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.

14 BEFORE AND AFTER SCHOOL ACTIVITIES

14.1 Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

15 CONTRACTED SERVICES

15.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

16 PROVISION TO HELP PUPILS STAY SAFE

- 16.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Richard Newman Primary School.

Through a personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff. Our inclusion team work closely together to ensure that information is shared efficiently and engagement with a range of agencies ensures pupils stay safe. School Council, Bikeability, road safety initiatives along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

- 16.2 **Bullying** can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves.

- 16.3 The three main types of bullying are:

- physical
- verbal
- emotional

- 16.4 All incidents of bullying should be dealt with by the class teacher in the first instance, followed by Key Stage leader and/or Headteacher as appropriate. A more detailed guide can be found in the school's anti-bullying policy.

- 16.5 **Self Harm** - If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated teacher for child protection.

Actions by the designated teacher might include:

- contacting parents
- contacting Child Adolescent Mental Health Services
- contacting social care if the child meets the referral criteria

17 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 17.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and child Protection will be a regular agenda item at Staff Team Meetings.

- 17.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.

- 17.3 The designated governor for safeguarding will monitor one aspect of the school's child protection work termly and report back to the full governing body.

- 17.4 The Headteacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The Headteacher will also complete the Annual Headteacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.

17.5 Parents will be consulted via the parents' forum and pupils via the school council in January each year.

18 PARENTS AND CARERS

It is important that school has an established approach to working with parents. Parents and children's need for privacy should be respected. Attitudes to and contact with parents should be non-judgmental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial to this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document. We will aim to access support for parents if it is felt that this would be useful.

Parents and carers will be informed that they can have a paper copy of the Child Protection on request.

The policy will also be available on the school website.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, **Eileen Parry**, or the Local Authority Designated Officer
- Make sure you get a satisfactory response - don't let matters rest

- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern .

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

Appendix 2: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Definitions	Symptoms		
<p><u>Physical Abuse</u> Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.</p>	Behaviour changes Wet bed withdrawal/regression Finger marks Broken bones Cuts and grazes Afraid of physical contact	Violent behaviour during role play Cigarette burns Cowering	Changing explanation of injuries Not wanting to go home with parent or carer Bruising in unusual areas Frequent unexplained injuries Aggressive language and use of threats Unwillingness to change clothes
<p><u>Neglect</u> Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.</p>	Body sores Unkempt hair Behaviour problems Lack of respect Often in trouble – police Always out at all hours Significantly underweight	Dirty Urine smells No parental interest Attention seeking Bullying Stealing Jealousy	Cold – complaining of Hunger – complaining of Not wanting to communicate Use of bad language Lack of confidence – low self-esteem Lack of appropriate clothing
<p><u>Sexual Abuse</u> Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.</p>	Change of behaviour Rocking Role play Withdrawn Stained underwear	Rejecting physical contact or demanding attention	Physical evidence – marks, bruising Bruising/marks near genital area Inappropriate behaviour – language Pain going to toilet, strong urine Drawing – inappropriate knowledge Relationships with other adults or children for example, being forward
<p><u>Emotional Abuse</u> Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.</p>	Crying Not wanting to socialise Cringing Self infliction Lack of confidence Withdrawn	Rocking Bad behaviour Aggression Attention seeking Clingy Behaviour changes	Bribery by parent Afraid of authoritative figures Picking up points through conversation with children Treating others as you have been treated Isolation from peers – unable to communicate