

Rationale:

At Bank End Primary School we aim to provide a safe, healthy and happy working environment, where pupils' safety and welfare is paramount so that they are effectively safeguarded from the potential risk of harm. We actively promote a caring and listening ethos so that pupils know that what they say is heard and acted upon. This ethos also ensures that staff, parents, volunteers and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

Working with Children, Families and Other Agencies

Through our school curriculum, assemblies and PSHE lessons we work with the children to support them in becoming safe, healthy and valued members of a community who know the difference between right and wrong, and what to do if they are worried or concerned about anything.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Bank End school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Bank End staff will ensure that the pupil knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred, and within school all children will be supported through the behaviour policy and school systems and structures.

We believe that a school should and must work in partnership with its parents and community, and to this end it is important that we work together and that parents tell us if there is anything in a child's life that we need to know. Things that happen outside school can affect children while they're trying to learn and engage in the school community. If there is a reason why a child is not attending school, their parents should ring or text us on the first day of absence.

There may be circumstances where there are a number of professionals or agencies working with a family, and this can be for a number of reasons. It is usual practice for workers supporting a child or family to talk to each other and share relevant information. School staff will also talk to parents about their child so that we can all work together in partnership. This way of working ensures that the right support can be put in place as quickly and early as possible for the child and family.

In some situations when Social Care is working with a family, the child may be subject to a Child Protection Plan, for these children school work closely with the social worker, child and parents to ensure that the objectives on the plan are achieved. A member of the school safeguarding team will be the lead professional in school and attend the core group meetings and write the conference reports on behalf of school. A reported incident or concern from staff or parents may lead to a CAF (common assessment framework) being completed by a member of the safeguarding team with the family. This is a process that helps to identify any support needs a child or family may have and includes parental thoughts and ideas. This information can also be shared with others working with a child to save parents explaining things over and over again. It will usually involve one or two meetings and it assesses a child's individual circumstances and helps to identify any needs, prompting a discussion about how they may be met.

If different agencies are working with a family it is sometimes useful for everyone to meet (at a place and time that is convenient and comfortable for family members) so that a support plan for the child can be agreed. This way everyone can keep up to date, hear the views of family members and work together better, keeping the focus on the child's needs.

Recruitment and Training:

School follows all Barnsley safer recruitment procedures and have a safer recruitment policy that is in place to ensure that people employed in the school have had all the required safety checks.

Everyone employed by the school participates in full safeguarding training at least every 3 years and the safeguarding team ensure that all relevant national information and reviews are shared with school staff through regular briefings and updates.

Volunteers:

Bank End is a school where voluntary work is a welcome addition to our school community. When a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children, and they will also be subject to a safeguarding induction with a member of the School Safeguarding Team.

Websites:

www.safeguardingbarnsleychildren.org.uk
<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren>
www.ceop.police.uk
<http://www.nspcc.org.uk>
http://www.nspcc.org.uk/Inform/research/questions/child_protection_legislation_in_the_uk_pdf_wdf48953.pdf

Procedures:

Bank End School has a robust system in place that all staff know and follow. This system is regularly reviewed by the school safeguarding team, and is also subject to review by the Headteachers Annual Report to Governors, Local Authority audits and Ofsted Inspections.

Schools are a reporting agency and have a statutory duty to report child protection incidents or disclosures to either the police or social services. It is not for the school to conduct child protection investigations nor judge children or families.

Any concerns, disclosures or incidents are reported immediately to the designated lead in school verbally and then followed up with a detailed written report on a Cause for Concern form.

The safeguarding Lead will make a decision as to whether it is a child protection concern that needs to be reported to social care, and do this immediately if required.

A member of the safeguarding team may discuss the concern with the child, and will discuss the concern with parents/carers.

Any further discussions, telephone calls or meetings in relation to the child will be recorded on a monitoring record sheet.

Other agencies may be contacted which may lead to a CAF (common assessment framework) being completed with the family.

Confidentiality and Record keeping:

All Bank End staff will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Records will be kept in a secure location that only relevant staff have access to. When children transfer to another school or provision their records will be transferred within 1 week of transfer in a secure manner to the relevant named person at the new school.

Any staff member who has access to sensitive information about a child or the child's family will take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

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 school safeguarding lead.

Named people in school with responsibilities for Safeguarding:

Nichola Thorpe-Headteacher
 Donna Barker-School Safeguarding Lead and Assistant Headteacher
 Anna Moore - Deputy Safeguarding lead/ Parent Support Advisor
 Pam Jones-School Nurse/Governor with responsibility for Safeguarding

School policies, documents and Legal documents that relate to this document:

Inclusion policy
 Equality Policy
 Attendance Policy
 Anti-bullying Policy
 E-safety Policy
 Safer Recruitment Policy
 Allegations against staff and Volunteers Policy
 Safeguarding Induction for Staff and volunteers
 Safeguarding Procedures for Staff
 Definitions of abuse and signs and symptoms School Document
 The Education Act, 2002
 Safeguarding Children and Safer Recruitment in Education, 2006
 Working Together to Safeguard Children, 2010
 The Statutory Framework for the Early Years Foundation Stage
 Framework for the assessment of Children in Need and their families (2000)
 What to do if you are worried a Child is being Abused (2003)
 UN Convention on the Rights of the Child (1990)
 Working Together to Safeguard Children (2013)
 Safeguarding Vulnerable Groups Act (2006)