



Safeguarding and Child Protection Policy

Athersley North Primary School

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Athersley North Primary School

Safeguarding & Child Protection Policy

Contents

1. Aims, Purpose and Principles
2. Designated Member Of Staff
3. Designated 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 Contract And Restraint
13. Allegations Against Members Of Staff
14. Before And After School Activities
15. Contracted Services
16. Parents And Carers
17. Provision to Help Pupils Stay Safe
18. Implementation, Monitoring and Review

Athersley North Primary School

Safeguarding & Child Protection Policy

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Athersley North Primary School and that the safety and well-being of the children is of the highest priority in all

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

PURPOSE OF THIS POLICY

To ensure that all members of the school community...

...are aware of their responsibilities in relation to safeguarding and child protection.

...know the procedures that should be followed if they have a cause for concern.

...know where to go to find additional information regarding safeguarding.

...are aware of the key indicators relating to child abuse.

...fully support the school's commitment to safeguarding and child protection.

1 PRINCIPLES

- 1.1 Section 175 and 157 of the Education Act 2002 gives maintained schools 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 regardless of age 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 cannot 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 member of staff) that 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/ Deputy 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 our 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 MEMBER OF STAFF : Mrs E Walker

- 2.1 The Designated Safeguarding Lead for safeguarding and child protection in this school is: **Miss M.Brightmore**
- 2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Leads: **Miss K.Wordsworth or Mrs C.Storr**
- 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 person 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 person will act as a source of advice and coordinate action within the school over child protection cases
- The designated person 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 person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The Head teacher's are responsible for dealing with allegations made against members of staff.

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 (if the headteacher is not the Designated Safeguarding Lead) 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 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: **Mr Ian Armitage**

- 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 e.g. 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), Keeping Children Safe in Education 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 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.
- 7.2 Their concerns should be reported to the Designated Safeguarding Lead or Deputy Designated Lead immediately and should also be recorded using the school's Cause for Concern documentation.

To this end, volunteers and staff will follow the procedures below;

- All causes for concern must be recorded immediately and in writing on the cause for concern record sheet by the person with the concern. Paper copies will be kept in the staffroom and in classrooms.
- This must then be passed to the designated person immediately, who will decide on the appropriate actions, annotating the cause for concern sheet.
- Even if this results in no further action, an electronic vulnerable pupil file would be created.

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the electronic monitoring log.

Designated leads and other appropriate adults will hold regular meetings to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
 - Evaluate the impact of these actions
 - Agree next steps
 - Quality assure written records
- 7.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.4 All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead / Deputy Designated Lead immediately.
- 7.5 The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for concern form.

7.6 The Designated Safeguarding Lead / Deputy Designated 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.

7.8 A Vulnerable Pupil file will also be raised if one is not already in place – See Section 7.2

7.9 All discussions, telephone calls and meetings in relation to the child/young person will be recorded on the electronic Individual Child's Safeguarding Log.

7.10 The Designated Safeguarding Lead and other appropriate professionals will hold regular, at least monthly meetings 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

7.11 The documentation for each child is stored securely electronically with access rights limited to safeguarding staff.

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.
- Keeping Children Safe in Education- September 2018
- Sexual violence and sexual harassment between children in schools and colleges
- 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

Child Sexual Exploitation and Preventing Violent Extremism

- We are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised or be exposed to the risks of CSE. To support this process staff in our school report any concerns they have about our children in this respect to the Designated Lead for Safeguarding using the 'cause for concern' form. The Designated Lead will then make a referral into Barnsley Safeguarding Children Board for further advice and support.
- Safe recruitment and code of conduct for staff.
- Racist incidents
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention
- 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 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 Athersley North Primary 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 Inclusion Team, via the concern post box
 - Through encouragement to discuss issues during SEAL sessions and Circle times.
 - Via the School Parliament meetings
 - 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 school policy. (The Use of Force to Control or Restrain Pupils Policy).

12.2 All staff have undertaken Positive Handling training and interventions in accordance with the laws which govern the Use of Physical Force and Restraint.

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.

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

13.3 **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.**

13.4 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.

13.5 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 use of 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, 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 Athersley North Primary School.

Our curriculum is designed to be adaptable so that it can specifically meet the needs of our

children; they learn to engage with others in a safe and mutually respectful way. Our curriculum includes support for children via:

- Intervention Groups
- Personalised curriculum
- Outdoor Learning Groups
- Circle Time
- SEAL/Thrive Curriculum
- PSHCE
- Lunchtime Group
- Nurture group
- Class teacher discussion
- Visual Timetable
- Co-operative Learning Strategies

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.

Initiatives such as Sports leaders, Star of the Week, Co-operative Learning Team of the Week and School Parliament, 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.

17 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 17.1** All adults in school will receive a copy of this policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed a section at a time during the standing item on Safeguarding during the briefing section of the agenda.
- 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 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' annual questionnaires and pupils via the School Parliament.

18. PARENTS & CARERS

- 18.1** A paper copy of the Child Protection Policy is available on request.

- 18.2 This policy will be available to download from the school website.
www.athersleynorthprimary.co.uk
- 18.3 The school will be proactive in our consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

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 continuing to be unnecessarily at risk. Remember it is often the most vulnerable children 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 behavior
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To 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 or Local Authority
- Make sure that your concerns are not dismissed.
- 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 victimization
- 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 the Head Teacher, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

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.

Physical Abuse

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.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	
Bruising in unusual areas	
Changing explanation of injuries	
Not wanting to go home with parent or carer	

Peer on Peer Abuse

Children can abuse other children, This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to, bullying, (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Neglect

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.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores
Hunger – complaining of	Urine smells
Unkempt hair	No parental interest
Not wanting to communicate	Behaviour problems
Attention seeking	Lack of respect
Often in trouble – police	Bullying
Use of bad language	Always out at all hours

Lack of confidence – low self-esteem
Jealousy

Stealing

Sexual Abuse

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.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks in genital area	
Drawing – inappropriate knowledge	
Relationships with other adults or children for example, being forward	

Emotional Abuse

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.

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy
Afraid of authoritative figures	
Treating others as you have been treated	
Picking up points through conversation with children	