

**HEADLEY
PARK
PRIMARY
SCHOOL**

Safeguarding Policy

Minuted as recommended by

Minuted and adopted by

Chair of Governors

Headteacher

Review Date: Dec 17

HEADLEY PARK PRIMARY SCHOOL SAFEGUARDING POLICY

REVISED April 2018

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from any risk of harm at Headley Park 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.

Headley Park Primary School – Statement of Intent

At Headley Park we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere where every child achieves their full potential.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our school.

We recognise our responsibility to safeguard all users of the school and to promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

We will robustly follow the guidance in the Department for Education publication “Keeping Children Safe in Education” publication and Ofsted “Safeguarding Children and Young People and Young Vulnerable Adults Policy”. We will use guidance and best practice to review our policies and ensure they remain fit for purpose.

Designated Safeguarding Lead – Miriam Fredrickson (Head Teacher)

Deputy Safeguarding Lead – Hannah Grant (Deputy Head Teacher)

Designated Safeguarding Governor - Neil Todman

Designated Teacher for Looked After Children – Miriam Fredrickson

This policy applies to all staff, governors, volunteers and visitors working in the school. There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop
- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children and creating a culture of vigilance
- Raising awareness of and responding appropriately to safeguarding and Child Protection issues
- Equipping children with the skills needed to keep themselves safe
- Having clear procedures for identifying additional needs and reporting cases, or suspected cases, of abuse and allegations against teachers and other members of staff
- Supporting pupils who have been abused through effective and specific Child Protection Plans

INTRODUCTION

Staff at Headley Park Primary and all members of the school Governing Body are committed to meeting their responsibilities in relation to safeguarding and promoting the welfare of children.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education institutions) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school. Headley Park School is an educational setting where this duty applies and therefore has ensured this policy covers the arrangements set out in chapter 2, paragraph 4 of Working Together to Safeguard Children March 2015. In addition we have had regard to the specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Keeping children safe in education July 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe, effective and nurturing care. This role so is to enable children to have optimum life chances and to enter adulthood successfully.

Schools and their staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. They form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children (March 2015) and at Headley Park we will work with the local education authority, social care, police, health services and other services to promote the welfare of children and protect them from harm.

All Headley Park staff have read a copy of the Keeping Children Safe in Education Guidance and have signed to record this. As part of the start of academic year procedures we will ask them to confirm they remain familiar with the document.

1. Safeguarding roles in the school

1.1 Designated Safeguarding Lead (DSL)

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The DSL and Deputy DSL will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The DSL acts as a source of advice and coordinates action within the school over child protection cases and will liaise and build good working arrangements with other agencies. The DSL is the first person to whom members of staff report concerns and is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.

1.2 Designated Safeguarding Governor

Headley Park Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Designated Safeguarding Governor, on behalf of the Governing Body, will work with the Headteacher to ensure that the DSL is given sufficient time to carry out his/her duties, including accessing training.

Governors will review safeguarding practices in the school on a regular basis, and no less than annually receive and consider a full safeguarding report to ensure the school is carrying out its duties to safeguard the welfare of children at the school.

The Safeguarding Governor will meet with the DSL so that the Governing Body can be assured that appropriate actions have been taken and that all members of staff and volunteers have been provided with appropriate training.

It is the responsibility of the Safeguarding Governor to ensure Headley Park follows the procedures agreed by Bristol Safeguarding Children Board and that only persons suitable to work with children are employed or allowed to work in a voluntary capacity in the school.

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 BCC Recruitment Policy. A 'Working with Volunteers' policy is in place and a volunteer agreement is signed by all volunteers in school.

2. Procedures

The school's procedures for safeguarding children are in line with the Bristol Safeguarding Children Board and the South West Child Protection Procedures.

The Bristol Safeguarding Children Board Threshold Guidance (February 2014) for Children in Need and Child Protection Referrals provides a clear framework for identifying levels of need and the action required to support and safeguard children.

<https://www.bristol.gov.uk/policies-plans-strategies/bristol-safeguarding-children-board>

<https://www.bristol.gov.uk/documents/20182/34452/Final%20Thresholds%20guidance%20February%202014.pdf/a38fc4c0-3d82-4869-9e0f-97bc33ce9e60>

2.1 Safer Recruitment

We will follow relevant guidance in Keeping Children Safe in Education July 2015 and from The Disclosure and Barring Service (DBS):

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in Keeping Children Safe in Education July 2015. No recruitment panel will be convened without a member who holds a current safer recruitment certificate.
- Our selection and recruitment will include all appropriate checks on staff and suitability including DBS checks, and teacher's prohibition list. With regard to the recruitment of volunteers and contractors our policy is rigorous and follows DBS guidance on supervised working with children, taking into account regulated and supervised activity. The school follows the BCC guidance that a new DBS check should be obtained every three years.
- We will maintain a Single Central Register of checks and not deploy any member of staff who has not got a current DBS unless there is a risk assessment signed by the Headteacher. The Single Central Register is maintained by Carole Carter who will update it with all changes.
- We will ensure that all adults within our school who have access to children have been checked as to their suitability as outlined in Keeping children safe in education July 2015, including an annual declaration of barring by association.
- All staff will be issued with an annual handbook that outlines behaviour and conduct and volunteers will be informed of our safeguarding procedures and how to report any concerns. The handbook refers staff to the code of code and associated procedures.
- The Headteacher or in her absence Deputy Head will be informed immediately of any allegations against staff ,volunteers, directors, contractors and visitors that indicate that they may have:
 - Behaved in a way that has harmed a child, or may have harmed a child;

- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
- Be liable for barring by association but have failed to declare the association.

The Headteacher will then inform the Designated Officer at Bristol City Council, Nicola Laird (0117 903 7795) following the guidance in Keeping children safe in education part 4 and the Bristol Safeguarding Children Board Threshold Guidance (February 2014)

- If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Directors who will consult as above, without notifying the Headteacher first.
- The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

Headley Park School and Governors wish everyone to feel able to report genuine concerns. The school has a whistleblowing policy, contained within the CST Employee Handbook, which can be used if an individual feels unable to raise the matter with the Headteacher or Chair of Governors. The whistleblowing procedure was last updated in April 2018.

However, although it is a difficult decision to make, there may be times when those working with young children will want to report to Ofsted their concerns about the safeguarding practices and procedures of other professionals/ volunteers working with children.

People can contact the Ofsted hotline in three ways.

- Call on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
- Email at whistleblowing@ofsted.gov.uk
- Write: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

2.2 Raising Awareness and Equipping Children with Skills Needed

Headley Park recognises that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and governors have a full and active part to play in protecting our pupils from harm. The school will therefore:

- Ensure children know that there are adults in the school whom they can approach if they are worried, including appropriate posters/leaflets
- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including online
- Raise the awareness of all staff members of the paramount importance of safeguarding and promoting the welfare of children and of their responsibilities in identifying and reporting possible cases of abuse
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Designated Safeguarding Lead and Designated Safeguarding Governor (named in this policy)
- The names of the Designated Safeguarding Lead and their deputy will be clearly visible in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations

2.3 Implementing Procedures for Reporting Abuse

We will:

- Have a Designated Safeguarding Lead for child protection who has Advanced Safeguarding Training and the update training course provided through Trading with Schools at least every two years. <https://secure2.sla-online.co.uk/Training/mTraining.aspx?p=Training>
- Have a member/s of staff who will act in the Designated Safeguarding Lead's absence who will have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow. We will build support systems across the Cathedral School Trust and ensure that staff know the contacts at Bristol City Council.
- Ensure we have a nominated governor responsible for safeguarding who has been appropriately trained and that an alternative governor can perform their role in that person's absence. We will ensure that the Chair of Governors is in a position to act on any reports relating to the conduct of the Headteacher.
- Ensure all staff, volunteers and governors understand their responsibilities in being alert to the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously.
- Ensure that all staff, volunteers and directors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child so that potential safeguarding issues are not overlooked.
- Follow the Bristol Safeguarding Children Board Threshold Guidance to immediately report if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school is concerned).

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences.
- Keep clear records of concerns about children, even where there is no need to refer the matter immediately.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations or secure online servers.
- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. (Refer to Bristol Safeguarding Children Board Threshold Guidance)
- Ensure that communication with parent/carers explains the responsibility placed on the school and staff for safeguarding and child protection.

Although the school will normally seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem advice will be taken from the Designated Officer at the Local Authority.

- Ensure all members of staff are provided with opportunities to receive Basic Awareness training by Bristol City Council and/or the school designated officer so that they understand their responsibilities relating to safeguarding children.
- Ensure that all staff members are aware of the systems within the school which support safeguarding – this should include the safeguarding policy, staff handbook and code of conduct. The Designated Safeguarding Lead will have appropriate input to all staff induction.
- Recognise that all matters relating to child protection are confidential and the Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.
- Ensure all staff are aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another.

2.4 Always undertake to share our intention to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Social Care on this point. See Bristol Safeguarding Children Board Threshold Guidance.

2.5 Supporting Pupils who have been abused

We will:

- Recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- Recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- Be aware that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Ensure these children are particularly closely monitored and supported and any concerns are recorded and reported.
- Attend case conferences, core group meetings and other liaison meetings as necessary.
- Implement a Personal Education Plan (PEP) for all Children in Care and a Pastoral Support Plan (PSP) or Individual Education Plan (IEP) for other children where there is a need for specific support in school.
- Establish a safe environment which supports all pupils.

2.5 Establish a Safe Environment

We will:

- Have a comprehensive programme of risk assessments to cover school premises, grounds, access, and activities (both on and off site).
- Ensure that risks are mitigated and remedial action taken as soon as practical.
- Ensure that the school is a safe environment where pupils cannot leave the school grounds without permission.
- Ensure that the school is secure so that no unauthorised individuals can be on school grounds or make contact with school pupils. Visitors to the school will be required to identify themselves and provide evidence of their DBS if working in an area with pupils (see DBS guidance). Visitors will be expected to sign the visitors book where a visitors badge and be accompanied by a member of staff.
- Develop Personal Emergency Evacuation Plans (PEEP's) for all vulnerable pupils.
- Have a current Health & Safety Fire, Critical Incident and Lock-Down procedure, designed to protect everyone on the site. Undertake regular drills.
- Support the child's development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum.
- Provide an environment in which pupils feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- Ensure that children and young people are educated about the expectations they should have relating to the behaviour of adults who work with them.
- Develop effective working relationships with all other agencies involved in safeguarding children such as Social Care, Community Family Teams, Police, Child and Adolescent Mental Health Services and Vulnerable Learners Service.
- Ensure that we have a named Designated Teacher for Children Looked After and that we provide the best opportunities and support for children to achieve the best outcomes and participate in school life.
- Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment. This will include road safety and hazard awareness in and around the Headley Park area.
- Recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support through the employee assistance programme or occupational health.
- Ensure that other policies which contribute towards safeguarding children and young people are reviewed and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to:
 - E – Safety (Social Networking)
 - Staff behaviour – Guidance for Safer Working Practice
 - Attendance
 - Behaviour and Discipline
 - Whistleblowing
 - Physical Intervention/Positive Handling
 - Anti-Bullying

3. POLICY REVIEW

The Governing Body of our school is responsible for ensuring the review of this policy working with the Senior Leadership Team.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government and local publications:

- “Working Together to Safeguard Children” March 2015 version.
- Keeping Children Safe in Education July 2015
- “Bristol Safeguarding Children Board Threshold Guidance” February 2014
- “Guidance for Safer Working Practice for Adults who Work with Children and Young People”.
- Disclosure and Barring Service Guidance.
- Bristol Safeguarding Children Board.
- South West Child Protection Procedures.

Appendix 1: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical abuse, 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

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

Neglect

This is 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
complaining of	Hunger –
No parental interest	Urine smells
Behaviour problems	Unkempt hair
Lack of respect	Not wanting to communicate
Bullying	Attention seeking
Always out at all hours	Often in trouble – police
Lack of confidence – low self-esteem	Use of bad language
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	

Appendix 2

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child.
- Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but
- S/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the Headteacher / Designated Teacher using the correct procedures as stated in the guidelines.

Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Teacher or Headteacher.

If you have a CPOMS log-in, please use this to record all incidents. The DSL, Head teacher and Link Governor will all be notified automatically. We will the notify you, where appropriate, of all actions taken.

If you do not have a CPOMS log-in, please use the form from Appendix 3.

Appendix 3

**Cause for Concern Form
CONFIDENTIAL**

***Note:** Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the DSL (Miriam Fredrickson or Oliver Laken)*

Name of child:

Class:

Name of staff member completing form:

Day:

Date:

Time:

(of observed behaviour / discussion / disclosure)

For Designated Safeguarding Lead use

Action Taken:

By whom:

Outcome:

Discuss with child:

SEN Register:

Refer to Social Services:

Child's Date of Birth:

Address of Child:

Name and Address of Child's Parent or Carer (if different from above):

Details of phone conversations including dates/times/with who:

Appendix 4

CODE OF CONDUCT FOR SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS December 2015

At Headley Park Primary School, we are committed to creating a safe school culture that promotes equality, excellence and an environment where children, young people and adults feel safe and valued.

Within Headley Park Primary School, we promote the core principles of respect, fairness, justice, tolerance and understanding. We recognise that everybody within the school has the right to be treated in this way but is also responsible for promoting these values in the way they work within the school.

The objectives of the Code of Conduct are:

- To safeguard pupils
- To give staff a safe environment in which to work
- To minimise opportunities for abuse within the school
- So that all staff to feel confident to report concerns in a safe environment with appropriate levels of confidentiality
- To respond promptly to concerns, which have been fully documented and will be investigated and addressed
- To exercise appropriate sanctions
- To create an ethos of mutual respect, openness and fairness.

1. All staff are required and expected to follow the school's policies and procedures: child protection, safeguarding, anti-bullying and positive behaviour strategies.

Pupils and staff are expected to work together to build a school where relationships are characterised by mutual and appropriate respect. The recognition of positive behaviour should be a priority and any sanctions/disciplinary issues should be dealt with in an appropriate manner and in the appropriate environment e.g. not in an area in full view of visitors to the school.

All interactions should take place in a calm manner and staff should avoid shouting at pupils wherever this is possible unless there is a health and safety risk.

The Behaviour and Discipline Policy and associated documents establish in more detail the expectations within school and the approved sanctions to be used. If there are occasions when a member of staff is having difficulties managing a child/young person's behaviour this should be discussed with their mentor and / or team leader at the earliest opportunity. Any actions to be taken should be recorded, monitored and reviewed.

2. All staff should work within an environment where physical contact with children / young people is managed appropriately.

Physical restraint should only be used where there is a need to prevent injury to a child or a member of staff.

Staff should initiate physical contact with a child which is appropriate to the situation i.e. comfort to a child who is hurt or distressed. Any physical contact should be within clear boundaries and should not leave the member of staff open to any allegations of inappropriate touching.

A level of physical contact may be necessary for a child with medical needs. This contact will be agreed within a health plan, be subject to the required risk assessments, manual handling plans, in the appropriate private space with two adults if possible.

All interactions will be safe and appropriate for the situation.

If adults are required to be in a one to one setting with a child, the adult should consider how this can be managed effectively i.e. leaving a door open, using a room that has a window in the door, position yourself within sight of the door and consider if this is really necessary. Consideration may also be given to informing a colleague who may then monitor the situation.

Staff should not act in a way that is considered as exploiting young people e.g. identify pupils as their "favourite" or act in any way that can be seen as an abuse of trust.

3. All staff are expected to treat each other with respect.

Relationships between staff should be characterised by fairness, openness and respect. This means valuing all contributions, acknowledging difference and working together to build an environment where continuous improvement is the foundation.

Politeness and respect towards one another are essential requirements and where differences occur they should be dealt with fairly and calmly.

4. Confidentiality

Staff are privy to personal information relating to children and young people and their families. This information should be recorded appropriately, kept securely and only shared on a need to know basis. Staff need to be aware of their obligations under the data protection act to ensure that data is accurate and protected.

5. Staff should seek to establish a good and open relationship with parents. All concerns raised by parents should be taken seriously and dealt with promptly and feedback given to the parents. Concerns relating to parents' behaviour will be reported to the Designated Safeguarding Lead / Head Teacher for further consideration. Relationships with parents should remain on a professional basis at all times and "friendships" outside school should not be promoted.

6. All staff need to be aware of the school and Local Authority Child Protection Procedures. Staff will also need to familiarise themselves with and follow the procedures for reporting and dealing with concerns. Staff should also be familiar with the procedure for reporting concerns relating to a professional and the Head Teacher. Child Protection, the reporting of concerns etc, is the responsibility of every member of the staff team. All staff need to take a proactive approach towards Safeguarding and Child Protection and Behaviour and Discipline policies through the creation of a positive classroom environment, where all children are respected and encouraged to respect one another.

7. All staff need to be aware of how to record / report concerns relating to colleagues. Where staff have any concerns about a colleague in school or other settings, these should be reported immediately or as soon as is practicable to the Head Teacher or Deputy. If the concern relates to the Headteacher, the concern should be passed to the Chair of the Governing Body. Concerns may be reported through the Whistleblowing Policy or through the Local Authority Designated Officer where the concerns are of a child protection / safeguarding matter.

8. All staff should take care of their physical and mental wellbeing. This can be supported by a healthy work like balance. If a member of staff needs additional support for issues relating to stress / anxiety support services are available.

9. Use of internet technology

The use of mobile phones in schools will be managed through relevant policies. Any use of social networking sites should be with privacy settings in place. All staff will reject any requests from pupils or ex-pupils under the age of 21. If staff are friends with a parent or carer, information regarding the school should not be discussed that may compromise confidentiality or data protection.

Social networking sites should not be used to bring the school or the Local Authority into disrepute. All staff should also ensure that no activities they are personally involved in can be accessed so that their professional integrity is maintained at all times.

The Code of Conduct is a framework for ensuring that all staff understand the requirements needed to ensure that the school is a safe, secure and stable environment for all pupils and staff. The Code should be read in conjunction with other policies and procedures.

All staff will sign the code of conduct as part of their induction and it will be revised and staff updated at the beginning of every school year and included in the annual staff handbook.

Appendix 5

Safeguarding Children, Whistleblowing

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 person 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
- 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 believe

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, Glenis White, or local authority
- 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.