



# ST BARNABAS CEP SAFEGUARDING POLICY

## Including Child Protection Procedures 2020-2021

Policy Written:	September 2020
Date reviewed and agreed by Governors:	December 2020
Date of next review:	To be reviewed weekly and amended in the light of updated guidance from the DfE through the period of school closure
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

**St Barnabas Church of England Primary School**  
**Whole School Policy for Safeguarding Children**

**'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop'**

**(Working Together 2015/2018)**

**1.1 Purpose of this policy and definition of Safeguarding**

At St Barnabas CEP, we strongly believe in our offer of early help to ensure the children in our care are kept safe and so the aim of this policy is to give clear direction to staff and others about exactly what is expected when dealing with safeguarding issues by making clear the school's commitment to the development of good practice and sound procedures. This ensures that child safeguarding concerns and referrals may be handled sensitively, professionally and in ways that support the needs of the child as the focus.

**'Safeguarding and promoting the welfare of children is defined (for the purposes of this guidance) as:**

- **protecting children from maltreatment; preventing impairment of children's health or development;**
  - **ensuring that children grow up in circumstances consistent with the provision of safe and effective care;**
  - **taking action to enable all children to have the best outcomes.'**
- (Keeping children safe in education 2020)**

**Legal Framework-** This policy fully complies with Section 175 of the Education Act 2002 and Children's Act 1989 and 2005 in that schools and colleges in England must follow when carrying out their duties to safeguard and promote the welfare of children.

**Key documents-**

All staff **MUST** read and sign they have understood '**Keeping Children Safe in Education 2020 Part 1.**'

There are links to 2 other key documents at the end of this policy,

- Working Together to Safeguard Children 2015/2018
- What to do if you are worried a child is being abused-Advice for Practitioners 2015

Staff are also issued with an updated Staff Code of Conduct annually



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## 2. Introduction

### 2.1 St Barnabas CE Primary School, Mission Statement

Our mission is to provide a whole and inclusive curriculum within which Christian values are fully integrated.

This will include:

- A promotion of the Christian values of tolerance and respect for others.
  - The development of each child to their full potential so that they are articulate, numerate and interested in the world around them.
    - Preparation to face the opportunities, responsibilities and experiences that will face them in the future.
    - Development of self-confidence and self-esteem.
- A welcoming environment.

### 2.2 Our school fully recognises the responsibility and contribution it can make to protect children and support pupils in school.

There are three main elements to our Safeguarding Policy.

#### **Element 1- Prevention**

Our offer of early help to ensure that safeguarding concerns do not escalate beyond a low level whenever possible. We achieve this through a positive school atmosphere where teaching and pastoral support is offered to pupils. Parents are welcomed into school and supported in any difficulties they may be having. Staff are effectively trained so they are aware of the vulnerability indicators and are confident in acting appropriately when a concern is raised. A range of Early Help strategies are available including completion of Early Help assessments, Team around the family meetings and referrals to other agencies.

#### **Element 2- Protection:**

We keep an accurate and up to date safeguarding register which is regularly reviewed by the safeguarding team to ensure careful monitoring of the most vulnerable children and families in our school.

#### **Element 3- Support:**

We ensure that pupils and school staff feel supported and able to share any worries they have in a respectful and caring environment, which is crucial in terms of any children who may have been abused.

All members of staff are made completely aware of the Golden rules of Safeguarding



DO

Listen carefully

Make accurate notes using the child's words

Inform the designated person for child protection

Tell the child that they have done the right thing by telling you



DON'T

Ask leading questions

Use your own words to describe events

Investigate

Promise confidentiality

- 2.3 This policy applies to all pupils and staff, teaching and non-teaching, and Governors and clearly outlines the procedures to follow if a child is causing concern. These are detailed here

### CHILD PROTECTION PROCEDURES


*Procedures if a child is causing concerns*

*(see flow chart, Appendix A)*

Any member of staff/adult must inform a member of the Safeguarding Team of their concern by recording an incident on CPOMS or by completing a Safeguarding Concern Form. This form must

- Include the child's full name and date of birth
- be dated and signed
- be passed immediately to a member of the safeguarding team.

The Concern is investigated by Safeguarding team and appropriate staff members



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This may involve talking to other members of staff/parents/carers etc. This may be sufficient to allay any concerns and a record is kept in the class based concerns section of CPOMS, further monitoring then takes place.

- If appropriate other agencies may become involved via the Early Help Model.
- If necessary an immediate referral is made to Social Care following Warrington Safeguarding procedures.
- All concerns are raised at fortnightly safeguarding meeting During these meetings all ongoing and new concerns are discussed, actions are given and progress to date is recorded.
- Actions may include: discussing concerns and possible actions with parents, involving all appropriate members of staff, involving other agencies where appropriate, offering Early Help Support following the Family Support Model, referral to Social Care following Warrington safeguarding Procedures.
- All concerns are recorded on the child's CPOMS profile at the appropriate level.
- Concerns are monitored by the class teacher and the Safeguarding Team
- If appropriate the child is entered onto the school Safeguarding Register and an Individual Safeguarding File is set up on CPOMS.

We will follow the procedures set out in the Warrington Safeguarding Children Board (WSCB) guidelines

All staff will be kept informed of Safeguarding procedures through regular staff meeting arrangements and the annual review of the Safeguarding Policy.

ALL members of staff are able to make an immediate referral to Children's Social Care and/or Police, particularly if a child is in immediate danger (Children's Social Care 01925 443400, Police Call 101 or direct call 999 if there is immediate risk to life)



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### 3. School Commitment


3.1 We recognise that for children, high self esteem, confidence, supportive friends and clear lines of communication with trusted adults is essential as part of our commitment to prevention.

Our school will therefore:

- a. Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This will be evident in all areas of the curriculum including PHSE and Relationships Education, pupil leadership teams and reflected in our discipline and anti-bullying policy.
- b. Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c. Include in the curriculum activities and opportunities for PHSE and Relationships Education, which will equip children with the skills they need to stay safe from abuse.
- d. Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### 4. Framework

- 4.1 Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Board.
- 4.2 (WSCB) Warrington Safeguarding Children's Board. Under the Children Act of 2004 each local authority is to establish a local Safeguarding Board.
  - The WSCB is the key statutory mechanism for agreeing how the relevant organisations in each area will co-operate to safeguard and promote the welfare of children in our locality, and for ensuring the effectiveness of what they do.
- 4.3 The work of the WSCB is part of the wider context of children's trust arrangements that aim to improve the overall wellbeing. The WSCB maintains records of all the children in the Warrington borough who are considered to be at continuing risk of significant harm, and for whom there is a Child Protection Plan.
- 4.4 These records will include all those who have been placed there by another Local Authority or agency.


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- 4.5 Children's social care, who maintain the Child Protection records on behalf of the WSCB, have a responsibility to provide a system 24 hours a day whereby representatives of the statutory or voluntary agencies can make an enquiry.

## 5. Roles and Responsibilities

- 5.1 All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LA who have specific responsibilities under Child Protection procedures, our safeguarding team. (Miss Jane Hodgkinson, Mrs Jayne Fisher, Mrs Lisa Woods and Mrs Karen Timmis)

### 5.2 The role of the Senior Designated Leader (DSL) Miss Jane Hodgkinson is outlined here:

- Have received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how local children's safeguarding boards will operate and the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with SC and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school staff. Their role includes ensuring that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Make themselves known to all members of school staff and ensure those members of staff have had training in child protection relevant to their needs and are able to identify and report any concerns they have to the designated teacher immediately they arise.


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- Ensure each member of staff has access to and understands the school's Safeguarding policy. This is essential in respect of staff who are perhaps part time or work with more than one school for example Inclusion or other support services.
  - Ensure the schools Safeguarding policy is updated and reviewed annually and work with the governing body regarding this.
  - Be able to keep detailed accurate secure written records of referrals and concerns.
  - Ensure parents see copies of the Safeguarding policy, which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.
  - Obtain access to resources and attend any relevant or refresher courses and be allowed the necessary time to fulfil this role.
  - Where children leave school roll ensure their safeguarding file/CPOMS records are transferred to a new school as soon as possible and it is kept separate from the main school file.

### 5.3 The Role of the Safeguarding Governor. (Mrs Karen Timmis)

- The Governor has a key role in creating and supporting an ethos in the school community of trust, respect and where all members feel valued, listened to and feel they are taken seriously.
- The nominated governor must ensure, in liaison with the Headteacher, that the school has a policy and procedures in place, and that these are consistent with Safeguarding Children's Board (WSCB) procedures.
- That an annual item is placed on the Governors agenda to report on changes to safeguarding policy/procedures, training is undertaken by the safeguarding team, other staff and governors, the number of incidents/ cases (without names or details) and the place of safeguarding issues in the school curriculum.
- Has responsibility for oversight of procedures relating to handling allegations against staff\*.

\* **(Allegations against the Headteacher)** In these circumstances, all allegations should be referred to the Chair of Governors, Dr Carsten Kressel (07885 499544,





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Carsten@kressel.co.uk) and /or the LA lead Child Protection Officer, (Fiona Cowan 01925 443101, Beki Byron 01925 443102)  
The nominated governor has no role in handling allegations against the Headteacher.

Governors will not be given access to any confidential records or names and addresses of any children within the school in connection with any child protection issues.

- 6.1 Department managers will along with the DSL and safeguarding team ensure all members of staff are aware of Safeguarding issues.
- 6.2 All staff will receive a copy of the safeguarding Policy and sign to show it has been read and understood
- 6.3 All staff will receive training from the DSL on an annual basis
- 6.4 Parents will be informed of the schools policy in the 'Welcome To School Pack' and through a statement in the School Prospectus.
- 6.5 Procedures for reporting any concerns are permanently on display in general areas all around school and all staff will be made aware of this. In addition, visitors to school will be given a summary of our safeguarding procedures to refer to during their time at our school.

## **6.6 Whistleblowing**


Whistleblowing means telling somebody if you see an adult in school (staff member, including supply staff, volunteers or visitors) do or say something to a child or member of staff that makes you worried.

If you witness an action by an adult in school that worries you tell Miss Hodgkinson, head teacher immediately.

If you have a safeguarding concern about the head teacher then ask to speak to the chair of governors about your concern.

These concerns will be taken very seriously and can be reported to the LADO- Fiona Cowan 01925 443101, Beki Byron 01925 443102 , (Local Authority Designated Officer) who is the person who will investigate any concerns reported.

The NSPCC Whistleblowing helpline is available to all staff, 0800 028 0285, with guidance on procedures.



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## **7. Training and Support**

- 7.1 Our school will ensure that the DSL and safeguarding team including the nominated governor for Safeguarding attends training relevant to their roles.
- 7.2 All staff will receive basic training in safeguarding children on an annual basis. They are reminded of the crucial importance of the Golden rules of safeguarding
- 7.3 Staff will be kept informed at regular staff meetings and annual reviews of the policy.
- 7.4 Staff can seek advice and support from the DSL (Miss Jane Hodgkinson) or safeguarding team members (Mrs Jayne Fisher, Mrs Lisa Woods)

## **8. Professional Confidentiality**

- 8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding children. The only purpose of confidentiality in this respect is to benefit the child.
- 8.2 All training will stress the importance for confidentiality in the interest of the child.
- 8.3 Staff must never guarantee confidentiality to children as any disclosure will need to be passed on to other professionals, whilst ensuring the child feels secure following their disclosure.
- 8.4 Staff should always inform children that any disclosure they make may need to be passed on to other professionals.
- 8.5 Any disclosure made by a child must be referred to the DSL, Miss Jane Hodgkinson. If this person is not available then one of the safeguarding team members, Mrs Jayne Fisher, Mrs Lisa Woods, need to be informed immediately. If both members of the team are unavailable, then the issue should be shared with the deputy head teacher, Miss Emma Perkins.
- 8.6 In the case of sexual allegations or physical abuse the information should not be shared with the family. Immediate contact will be made with Childrens Social Care, as the child may require a medical examination.

- 8.7 In the case of disclosure of sexual or physical abuse the referral should be made directly to Social Care or the Education safeguarding Team (See procedures and School Action sheet)

## **9. Records and Monitoring**

- 9.1 Well- kept records are essential to good safeguarding children practice. Our school is clear about the need to record any concerns held about a child or children within our school.

CPOMS (Child Protection Online Monitoring System) replaces hand written and paper based systems for the reporting of incidents, including potential Child Protection issues.

Records consist of these types:

### **Individual pupil CPOMS folders**

CPOMS immediately alerts all members of the safeguarding team of any safeguarding concern raised by any member of staff.

Safeguarding concerns should be added in the 'incident' box on CPOMS and the 'Cause for concern' tab clicked.

Any low level issues arising from each class about a child or group of children are logged in Staff's 'Class based concerns' folder on CPOMS and monitored regularly by the safeguarding team. Issues recorded could include

- Attendance
- Physical appearance
- Concerns about mental health
- Behaviour in class
- Academic Progress
- Details of any meetings with parents

Any concerns must be recorded in CPOMS and not in the teacher's possession.

Referral to social care can be made at any time, staff are aware of the process to follow if necessary and the parents should be informed.

should be informed that access to Safeguarding files are exempt from DP Education Regulations 1989 (School Records). Therefore access by parents is denied.

## **Safeguarding concern forms**

For members of staff without CPOMS login details, Safeguarding concern (Pink) forms are kept on the head teachers office wall and also on Safeguarding Notice boards in the staff room, KS1 and KS2 areas. They must be completed by the adult who has raised a concern. Any adult in school can raise concerns about a child or children.

### **All concerns must**

- Include the child's full name and date of birth
- be dated and signed
- be passed immediately to a member of the safeguarding team.

## **Individual Safeguarding Files (Paper based)**

Individual Safeguarding Files are kept securely in school for pupils who have historical records which were in place prior to using CPOMS as an online Access is only for the safeguarding team within school.

When a child leaves the school or transfers to another school all Safeguarding files must be sent separately from general school files to the receiving school. A receipt for all Safeguarding files must be obtained and stored in the main Safeguarding File, securely stored in school.

## **10. Attendance at Child Protection Conferences.**

- 10.1 A Child Protection Conference is convened when there is concern that a child is suffering, or likely to suffer, significant harm.
- 10.2 A Manager from the conference and Review Unit chairs the Conference.
- 10.3 Child Protection Case Conferences are to be attended by the DSL or member of the Safeguarding Team.
- 10.4 Information from the Case Conference will be added to Individual Safeguarding Files and discussed at the fortnightly Safeguarding Team meetings

## 11. Supporting Pupils at Risk

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant which has to be managed following the procedures in place for all pupils, which could mean the consideration of exclusion from school.

### 11.2 Peer on peer abuse

Staff are aware of the risks of peer on peer abuse, this could include online abuse, bullying, physical abuse, sexual violence and harassment, sexting and so-called initiation ceremonies. Staff are aware of the gender issues that can be prevalent e.g. boys also being subject to initiation and girls being sexually touched. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up.

In these instances, Guidance from 'Sexting in schools and colleges, responding to incidents and safeguarding young people' August 2016 and Sexual violence and sexual harassment between children in schools and colleges guidance, May 2018 state that;

The incident should be referred to the DSL as soon as possible

- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

### **Upskirting**

All staff should be made aware that 'upskirting' is now a criminal offence. A definition has been included which describes upskirting as, "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" (DfE, 2019a)

School staff follow this guidance and any concerns will be managed following the same procedures for any other safeguarding concern, (see section **Procedures if a child is causing concerns**)

### 11.3 Radicalisation and Extremism

We observe our responsibility under the Counter Terrorism and Security Act 2015 -The Prevent Duty- to be alert to any concerns that either an individual or family may be vulnerable to radicalisation or extremism and swift and appropriate action will be taken in these circumstances. Staff are aware that Mrs Jayne Fisher acts as the Prevent Officer in school and that any referrals of concerns will be made with her support.

All potential referrals will be discussed with Prevent co-ordinator Andrew McIntyre, Tel 01606 362147 [prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk) at Cheshire Police Prevent Unit.

The whole school staff are aware of the importance of promoting positive values throughout the curriculum and especially through PHSE and Relationships Education to help foster positive attitudes and respect for diversity.

### 11.4 Honour based violence

Staff are aware of the World Health Organisation's definition of Female Genital Mutilation (FGM) as a form of child abuse and violence against women. It comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Staff are aware of the duty to report any known cases of FGM to the DSL or safeguarding team in school who will follow the mandatory reporting process. **(Call 101 or direct call 999 if there is immediate risk to life)** Staff are aware of the vulnerability indicators of FGM and know to report any concerns to the DSL or safeguarding team.

#### Signs and symptoms of FGM

##### **Risk Factors include:**

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

##### **Post-FGM Symptoms include**

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet

- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

### **Forced Marriage**


Staff are aware of Forced Marriage as being different to arranged marriages. Forced marriage is when one or both parties do not consent to the marriage and people are forced into marriage against their will. Both physical and emotional abuse may be used to coerce people into the marriage. A Forced marriage protection order can be obtained from a family court to protect victims. Staff are aware of the risk factors and to report any concerns to the DSL or safeguarding team.

### **Potential Warning signs or indicators that a child is at risk of Forced Marriage (not an exhaustive list)**

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

### **Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)**

**11.5** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The



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abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. Please see Annex A of Keeping Children Safe in Education 2020 for further information.

### **11.6 Risk and vulnerability factors of CSE/CCE**

Children who appear with unexplained gifts or new possessions;

- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

### **11.7 Private Fostering**

Staff are aware of the definition of Private fostering as an arrangement where:

- A parent (or those with parental responsibility for a child) makes their own arrangements for someone to care for their child or young person under the age of 16 (or 18 if disabled)
- A young person under the age of 16 (or 18 if disabled) chooses to live somewhere else and their parent does not object
- The carer is not a close relative (brother, sister, aunt, uncle or grandparent by birth or marriage)
- The arrangement is intended to last 28 days or longer.

It is a legal duty for a parent or carer to notify the local authority of any proposed or existing arrangement. Staff must report any





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arrangements of Private Fostering to the DSL or Safeguarding team.


11.8 All St Barnabas school staff are aware that they must report via CPOMS or complete a Concern form (available on all Safeguarding Display Notice Boards) if they identify any concerns that would enhance a child's vulnerability. This follows both early help procedure and the safeguarding procedure for the school.

11.9 This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation.
- A clear focus on what safeguarding means to our children with displays around school for children to refer to, whole school assemblies and approachable staff so that every child knows exactly who they can talk to if they need to.
- Maintaining links with a range of outside agencies including NSPCC, Police, Lifeboat Service, Road Safety Team to deliver regular updates to children throughout the school year.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.10 This policy should be considered alongside other related policies in the Safeguarding suite of policies which includes:


- Staff Conduct/ Management of Allegations Against Staff/ Safer recruitment

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- Curriculum
  - Health and Safety
  - Whistle Blowing Procedures- *NSPCC whistleblowing helpline 0800 028 0285*
  - Behaviour/ Positive handling Policies/Anti-Bullying Policies
  - E safety policy, covering the use of Mobile Technology and Online Filtering and Monitoring (*including how children access the internet whilst in school*)
  - Attendance Policy
  - Local Authority procedures for children missing education- Local Authority contact- CME officer Dave Samson 01925 442261 and school Critical Incidents Policy which outlines specific contacts in school.
  - SEND/Inclusion policy- We recognise that children with Special Educational needs, behavioural difficulties and disabilities may be more vulnerable to abuse, be more isolated from their peers and affected by bullying. However, we are committed as a staff to consider each child as an individual and carefully and accurately assess their specific needs without any prejudgements.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection. Our commitment to early help aims to ensure these families are offered support swiftly and effectively.

## **12. Safe School, Safe Staff**

- 12.1 All staff should not allow any organisational, personal or professional difficulties get in the way of protecting children.
- 12.2 Staff must follow the guide lines laid down in the Code Of Conduct when coming into close contact with pupils.
- 12.3 Staff must refer to the detail in the Missing Child Policy for information on procedures to follow which details both children missing in education and children who may go missing during the school day.

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- 12.4 Staff are aware of the essential requirement to adequately risk assess any activity planned off site, including residential visits and have all risk assessments verified by the school's Educational Visits Co-ordinator (EVC) Mrs Linda Humphries.
  - 12.5 Staff should avoid one to one interviews or situations with pupils. If a one to one interview or lesson is unavoidable, e.g. SEN or EAL workers, then this should take place in a room where visual access is available or the door left open. Another member of staff should be informed that a one to one session is taking place.
  - 12.6 Staff will follow the school policy on Relationships Education when dealing with questions of a sexual nature from children.
  - 12.7 All parents need to be made aware of Safeguarding children procedures in the School Prospectus and school policy.
  - 12.8 The school governors will ensure that in the recruitment of staff all procedures are followed in relation to DBS checks, reference gathering and previous employment records will be sought.
  - 12.9 Staff are made aware of the current procedures in place when staff are faced with allegations of abuse through the WACPC Manual of Procedures.
  - 12.10 This policy is reviewed annually and issued to staff accordingly, with signatures gathered to evidence it has been understood.

Review date: September 2021

Signed \_\_\_\_\_

Headteacher

Signed \_\_\_\_\_ Chair of Governors


Signed \_\_\_\_\_ Nominated Governor

### **Useful links**

Keeping Children Safe in Education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you are worried a child is being abused



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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Working Together to Safeguard Children 2015

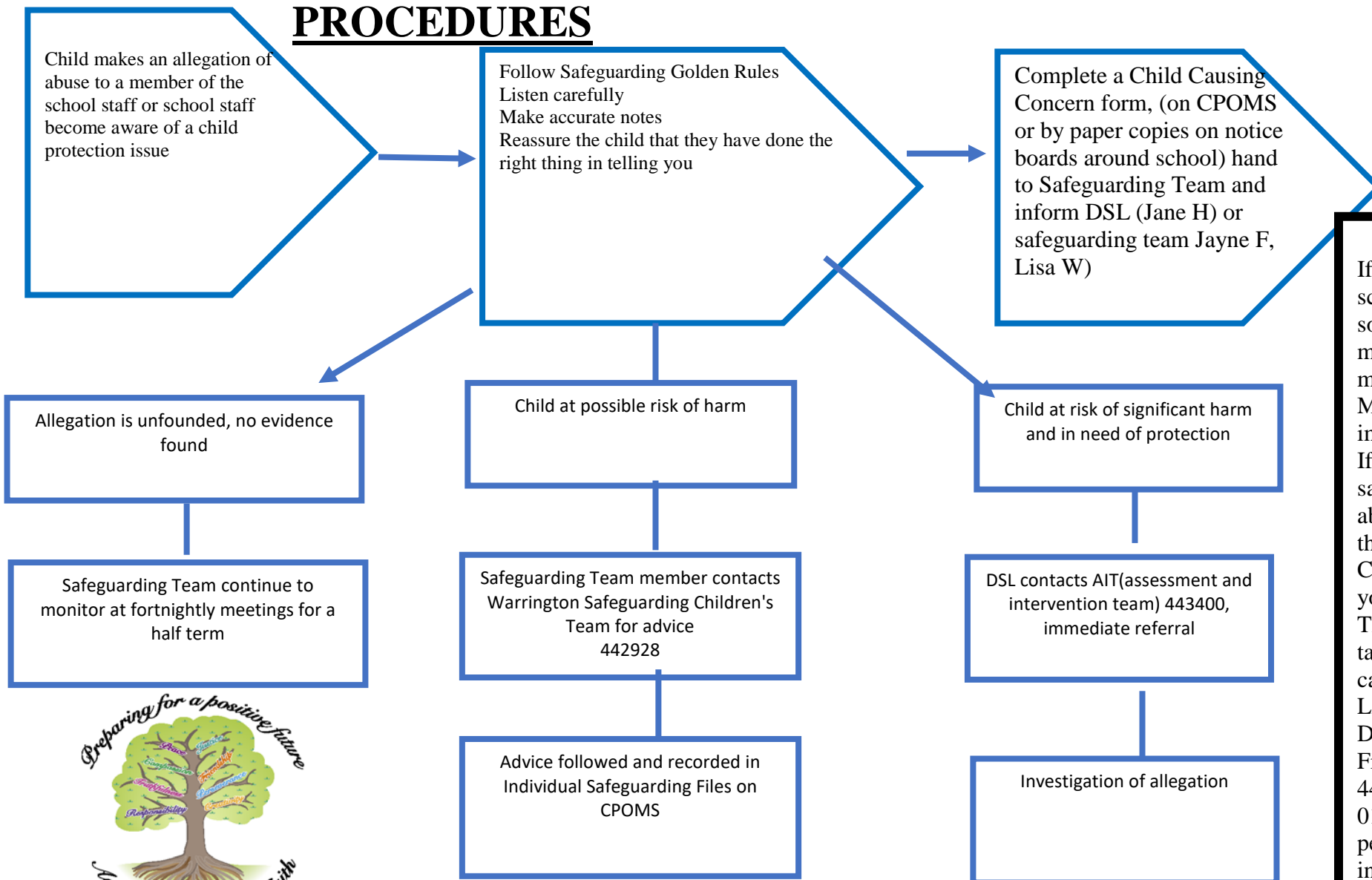
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

NSPCC whistleblowing helpline- [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

CSE/ CCE advice [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Reporting to Child Exploitation and Online Protection Command (CEOP) <https://www.ceop.police.uk/ceop-reporting/>

# BARNABAS CE PRIMARY SCHOOL SAFEGUARDING PROCEDURES



**Whistleblowing**

If you see an adult in school do or say something to a child or member of staff that makes you worried, tell Miss Hodgkinson immediately. If you have a safeguarding concern about the Head teacher then ask to speak to the Chair of Governors about your concern. These concerns will be taken very seriously and can be reported to the LADO (Local Authority Designated Officer) Fiona Cowan 01925 443101, Beki Byron 01925 443102 who is the person who will investigate any concerns reported

