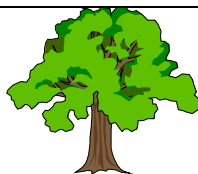


**WOMBWELL PARK STREET PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY**

*Approved by governing body on
November 19th 2009*








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AIMS

To ensure that children are effectively safeguarded from the potential risk of harm at Wombwell Park Street 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

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.

PRINCIPLES

Section 175 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.

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.

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.

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, extra curricular 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.

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.

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.

In our school, if we have 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, we

¹ Safeguarding Children and Safer Recruitment in Education – DfES 2007

will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board.

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 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 co-ordinating action within the school and liaising with other agencies;
- 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 suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care 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
- 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 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.

DESIGNATED MEMBER OF STAFF

1. The designated senior member of staff (designated person) for child protection and safeguarding in this school is:

Mrs J Bentley

2. In their absence, these matters will be dealt with by:

Mrs K Clark

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 to draw upon.
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 designated person is not responsible for dealing with allegations made against members of staff, unless this is the Head Teacher.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals 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 the Barnsley Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
- 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, this policy.

- Liaise with the head teacher (if not head teacher) to inform him/her of any 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 regarding this.
- 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. 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 person for child protection.
- 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 missing pupils.

The designated person 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
- 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.
- Attend any relevant or refresher training courses 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 teacher immediately.

DESIGNATED GOVERNOR

The Designated Governor for Child Protection at this school is:

Mrs E Oliver, Chair of Governors

Child protection is important. 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.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

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;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures.

RESPONSIBILITIES AND EXPECTATIONS OF ALL ADULTS IN SCHOOL

It is the responsibility of all adults in school to ensure that the safeguarding policies and procedures are adhered to at all times. We expect all adults to champion the safety and well-being of all children. Any concerns must be reported to the designated teacher immediately using the correct forms which must be completed thoroughly and factually to a high standard.

RECRUITMENT

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.

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
- 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.
- CRB checks

J Bentley – online safer recruitment training 12.12.06, 26.9.09

E Oliver – online safer recruitment training 31.12.06

K Clark – online safer recruitment training

K Arrowsmith – NCSL Safer Recruitment Workshop 8.7.09

² e.g., through birth certificate, passport, new style driving licence, etc...

VOLUNTEERS

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 Policy.

Working with volunteers' policy in place.
WWV1 forms used for all volunteers in school.
Clear guidance for volunteers on educational visits within Ed Visits Policy.

INDUCTION & TRAINING

All new members of staff will receive a comprehensive induction which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive child protection information (**What To Do If You Suspect A Child Is Being Abused**) and a **copy of this policy** on starting their work at the school.

All staff will be expected to **attend training on safeguarding children within the first half term of their employment** so that will enable them to fulfil their responsibilities in respect of child protection effectively. **The school will provide this training through the LA.**

Staff will attend refresher training every three years, and the designated person every two years.

PROVISION TO HELP PUPILS STAY SAFE

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 Wombwell Park Street Primary School.

Through a more personalised SEAL programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly through 'Say No To Bullying' and the children evaluate its effectiveness through class and school council. 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 Junior Wardens, Bikeability, Stranger Danger, Playground Leaders and Yellow Caps, 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.

DEALING WITH CONCERNS

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DCSF and BSCB Procedures.

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

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff³

they must record what they have seen, heard or know accurately at the time the event occurs, using the **CAUSE FOR CONCERN** form and share their concerns with the designated person (J Bentley or K Clark) (or head teacher if an allegation about a member of staff) and agree action to take.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children Board.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

The designated teacher will report clear indications or disclosures of abuse to social services immediately.

Summary:

Does the concern involve an allegation against the Head Teacher?

Yes – refer immediately to the Chair of Governors

No – see below

Does the concern involve an allegation against a member of staff?

Yes – Refer immediately to the Head Teacher

No – Refer immediately to either of the Designated Teachers

A 'Cause for Concern' procedure is in place and forms part of the school safeguarding protocol. See appendix 3.

LINKS TO OTHER POLICIES

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

To this end, this policy must be seen in light of 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.

³ Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

- Bullying; the school will also ensure that bullying 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, or where there appear to be links to domestic abuse in the family home.
- Safe recruitment and code of conduct for staff.
- Racist incidents
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention
- Allegations against members of staff

PHOTOGRAPHING CHILDREN

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.

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.

We will not allow others to photograph or film pupils during a school activity without the parent's permission.

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.

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

At the start of each academic year, parents complete a personal contact details form which has a consent section for the blanket use of photographs.

CONFIDENTIALITY

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.

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. Staff are referred to the **INFORMATION SHARING** guidance document which is in the safeguarding notice board.

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 member of staff for child protection. **Staff should refer to the confidentiality policy.**

CONDUCT OF STAFF

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.

The school has an agreed Code of Conduct (appendix 4) which staff sign up to as part of their Induction. The main purpose of this document is to ensure we have a safe school culture.

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

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

PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff should only do this in line with school policy and code of conduct.

ALLEGATIONS AGAINST MEMBERS OF STAFF

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

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

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

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.

The head teacher (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority.

BEFORE AND AFTER SCHOOL ACTIVITIES

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.

Where outside providers are used to deliver extended schools activities (e.g. football club) we will ensure that they have a copy of the school safeguarding policy and procedures. We will also offer an opportunity to attend our safeguarding training provided by Barnsley LA Safeguarding Team. If they are unable to attend this training, we will signpost them to the e-learning package offered by the safeguarding team.

CONTRACTED SERVICES

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.

PROMOTING THE POLICY

This policy will be available to download from the school website. Paper copies are available on request from the school office.

IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

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. The effectiveness of the policy will be reviewed and evaluated the Governing Body annually in light of any specific incidents or changes to local/national guidance. In addition, parents will be consulted via the parents' forum and pupils via the school council.

Appendix 1: 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	

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	Stealing
Jealousy	

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 Two

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.








APPENDIX 4

WOMBWELL PARK STREET PRIMARY SCHOOL

A Safe School

Code of Conduct for Safeguarding Children

At Wombwell Park Street Primary School, we believe in creating a **safe school culture** that promotes equality and excellence. At our school we promote the core principles of respect, rights and responsibilities, fairness and justice, tolerance and understanding. The objectives of this code of conduct are...

-  To safeguard pupils and protect staff
-  To make explicit expectations of performance and conduct
-  To minimise opportunities for abuse
-  For all staff to have confidence to report concerns with full confidentiality
-  To respond promptly to concerns: we always investigate and address issues
-  To exercise appropriate sanctions
-  To create and maintain an ethos of mutual respect, openness and fairness

1. All staff are expected to follow the school's policies: including positive behaviour and antibullying; safeguarding and child-protection.

Pupils and staff are expected to work together to build a school whose relationships are characterised by mutual and appropriate **respect**. **Praise** and building on the positive should always come first. Where firmness/admonition is called for this should be exercised **calmly**, and staff should **avoid shouting** at pupils unless there is a Health and Safety risk. The school behaviour policy and associated documents establish expectations and approved sanctions. All new staff should be issued with a copy of these policies, and any behaviour concerns should be dealt with in line with them. Where a member of staff is having difficulties managing pupil behaviour, they should discuss this matter with their mentor and/or team leader at the earliest opportunity.

2. All staff should be aware of what physical contact with pupils is appropriate

Staff should only exercise physical restraint as a last resort to prevent injury. Staff must comfort a child who is hurt/distressed in a manner appropriate to the age of the child. Holding children's hands is generally appropriate in Key Stage 1. However, adults should not initiate any physical contact unnecessarily, and there should be clear boundaries:

Children should not be picked up (unless medically necessary or being restrained).

Children should not sit on an adult's laps.

Children should be discouraged from hugging adults.

Adults should avoid being in a room alone with a child where the door is closed. If you need to talk to a child, either leave a door open and position yourself within sight of the door, or ask another adult to be present.

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 a climate of continuous improvement. Politeness

and respect are essential ingredients: where differences occur they should be dealt with calmly and fairly.

4. All staff should treat resources responsibly, and exercise due financial care.

All staff have a responsibility to look after the resources of the school. This includes: not wasting resources unnecessarily (including physical resources and those such as heat/electricity); following the principles of ‘reduce, re-use, recycle’ where appropriate; signing out for items borrowed for home use. All money handled should be clearly labelled and sent as soon as practicable to the school office. Staff handling money frequently need to be aware of the Council’s guidelines for handling money, and are expected to follow these. VAT receipts should be provided for items bought for school use.

5. All staff are expected to behave professionally and exercise confidentiality

All staff are expected to behave thoughtfully and responsibly. Staff should be punctual and well-prepared, and should carry out tasks to the best of their ability, taking pride in their work. All absence should be genuine. Staff are expected to dress appropriately; teachers and teaching assistants should set a good example in what they wear, avoiding clothing that is overly casual. Staff should exercise due confidentiality towards matters that are either discussed or overheard.

6. Staff should seek to establish a good and open relationship with parents

Staff should aim to create a welcoming and open relationship with parents. All parental concerns should be treated seriously and dealt with promptly.

7. All staff need to be aware of the policy and procedures for Child Protection

It is essential that all staff have regular training in Child Protection issues, and know the procedures for dealing with and reporting concerns.

8. All teaching staff need to exploit the potential of the curriculum to develop a proactive approach to behaviour and child protection issues.

Teaching staff need to take a proactive approach towards both child protection and behaviour policies, through the creation of a positive classroom environment where all children are respected, and through PSHE and circle time in particular.

9. All staff need to be aware of how to record/report concerns (“whistleblowing”).

Where staff have any concerns about another member of staff, these should be reported immediately to their team leader, or directly to the Head or Deputy.

Where the concern is about the team leader, Head or Deputy, it should be reported to the next in line of authority. All concerns will be investigated thoroughly and confidentially, and appropriate action taken.

10. All staff should take care of their physical and mental wellbeing

All staff are encouraged to look after their physical and mental wellbeing. This includes maintaining a healthy work-life balance. We take issues of stress very seriously, and look to provide appropriate support and help in these cases.

11. All staff should have access to counselling and support

Staff needing support are encouraged to discuss issues and concerns with their team leader in the first instance, and thereafter with the Deputy or Head.

Support can be provided both internally (eg through the provision of a mentor), or externally through Occupational Health services.

Conclusion

By adhering to this code of conduct staff be assured they are playing their part in safeguarding pupils and protecting themselves. It is our expectation that all staff should sign a copy of this code of conduct.

Drawn up: September 2009

Agreed by staff: September 2009

Top be taken to governors Autumn 2009

I agree with the Wombwell Park Street Primary School Code of Conduct

Signed

Name (please print).....

Date



Appendix 5

Safeguarding Children: Whistle Blowing

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

"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)