Barnes Primary School
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Barnes
London SW13 0QQ
020 8876 7358
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Safeguarding Policy

The school has effective policies and procedures in place in accordance with DfE guidance *'Keeping Children Safe in Education'* (2015). In addition to this policy the Governing Body receives regular reports on how the school manages the safeguarding. Self-evaluation and rigorous monitoring of the safeguarding support the school to identify areas for improvement beyond minimum statutory requirements. There can be no issue of greater importance to parents and carers, or to schools, than the safety of their children.

At Barnes, we pay attention to the meticulous and systematic implementation of all safeguarding related policies and routines; this involves every member of the school community in some way; and requires a sharp eye on the particular circumstances and needs of all pupils, especially the most vulnerable.

Section A - Rationale and overview

Definition: Safeguarding refers to the procedures put in place by the school in order to ensure that:

- pupils are always safe

- pupil wellbeing is consistently maintained.

Ofsted adopts the definition of safeguarding used in the Children Act 2004 as stated in the guidance document *'Working Together to Safeguard Children'.*

This can be summarised as:

- protecting children from maltreatment

- preventing impairment of children's health and development

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

- undertaking the role so as to enable those children to have the optimum life chances and to enter adulthood successfully.

There are two overriding safeguarding outcomes for children:

- **children are safe**: the effectiveness of services in taking reasonable steps to ensure that children are safe.

- **children feel safe**: the effectiveness of services in taking reasonable steps to ensure that children feel safe.

Some general features of a safer culture

School governors' and school leaders' thinking should be informed by a belief that *'it could happen here'*

- As an organisation we will never think we have done enough in terms of creating a safer culture

- All safeguarding procedures and protocols should be known by staff

- Clear procedures will exist for reporting concerns. These will be familiar to staff. There will be support for any concerns and a commitment to taking effective action

- A transparent, open, 'secret free' culture should be promoted by senior professionals

- All school leaders will sign up to ensuring the very highest standards of safeguarding and an ongoing culture of vigilance
- Safeguarding will be kept high on everyone's agenda and regular, up-to-date, training will be available for all
- All staff will be given induction and this will include key aspects of safeguarding, such as child protection. New staff will undertake an online training course. All positions will involve working a probationary period
- We will never rely on any one single process to keep children safe.

Safeguarding isn't just about protecting children from deliberate harm. It covers a wide range of issues most of which are dealt with in the following school handbook (pg. 23-30) and school policies (school server T drive school policy folder):

- Administering medicines
- Behaviour policy
- Child Protection
- Community cohesion statement (handbook page 28)
- Cyber safety (e-safety)
- Educational visits and trips policy
- Extremism and radicalisation
- Fire procedures
- Health and Safety policy
- Homophobic bullying statement
- Meeting the needs of pupils with medical conditions
- Name calling statement
- Procedures to follow when a child is sick
- Promoting British values (handbook page 28)
- Race equality policy
- Safer recruitment procedures
- Safe working practices agreement
- School Emergency Plan (critical incident policy)
- School Food policy
- School Travel Plan
- Special Educational Needs policy
- Staff conduct policy
- Using physical restraint - guidelines
- Whistleblowing statement (handbook page 29)

All these policies are available on the server. In addition, '**Safeguarding Guidance'** folders have been created and are available, to all staff, in staffrooms and reception areas.

Section B - Safeguarding policies

Administering medicines

Unequivocal advice is provided in this statement which appears within the staff handbook (pg. 20).

Behaviour policy

This clearly outlines how staff should respond to any behaviour issues that arise (teacher drive/school policies).

Child Protection

The school's policy and procedures document clearly states how to deal with any concerns a staff member may have about a child, or any worrying disclosures a pupil may reveal to an adult in school. The current teacher for designated child protection is the Headteacher. He has attended the following training

- Safeguarding training (half day, Curriculum Training Centre [CTC], 7.12.09)
- Child protection processes (full day, CTC, 30.6.10)

Staff training

- All new employees receive child protection training as part of their induction to the school
- Whole school staff training is offered every two years (last two training sessions: 7.9.10; September 2012; and January 2014).
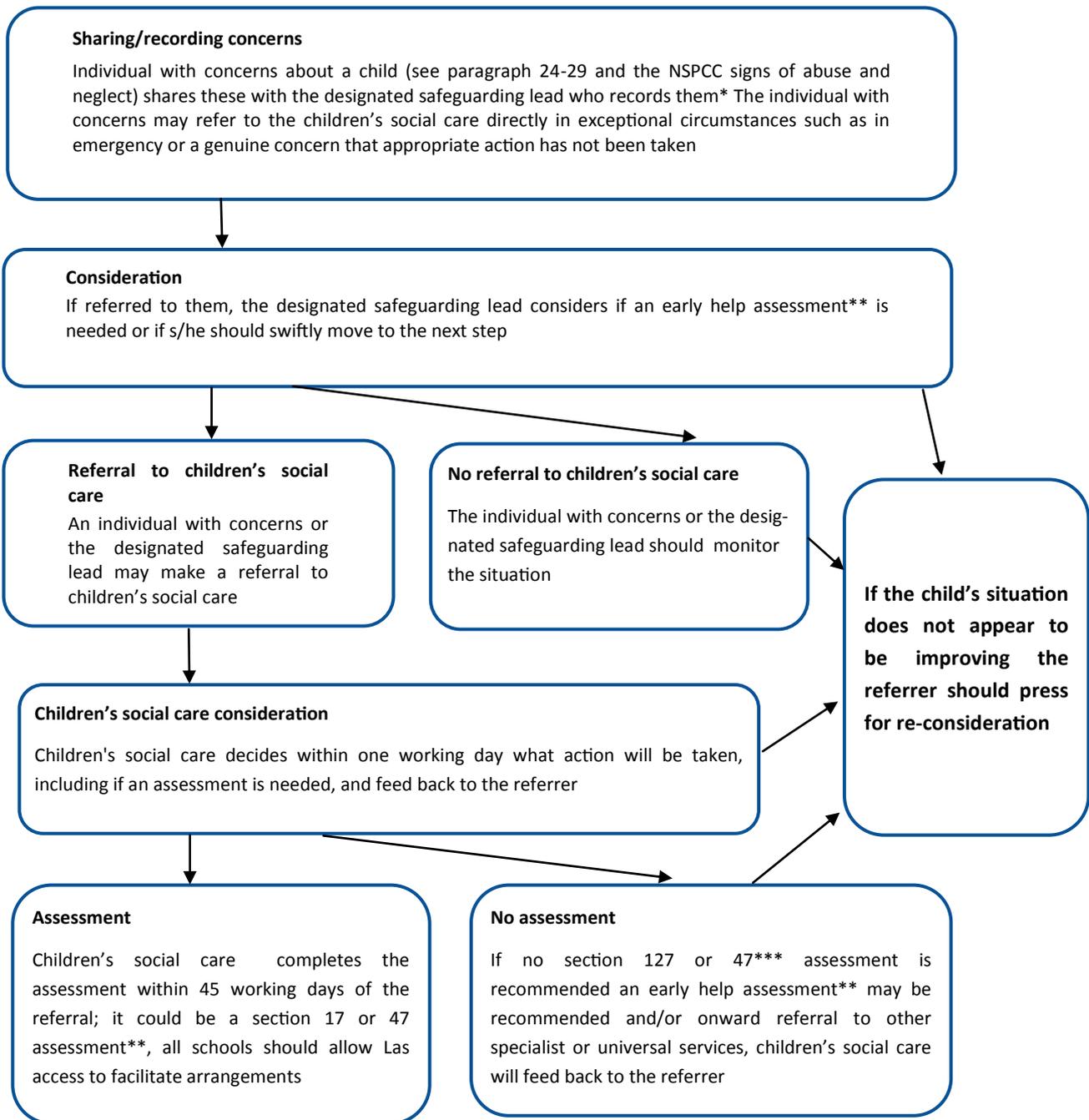
The Headteacher keeps a child protection log that outlines:
- concerns raised
- professionals involved
- follow up action taken
- concern closure

Action when a child has suffered or is likely to suffer harm

The following diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

If a staff member has concerns about a child they should raise these with the designated safeguarding lead: Mark Hartley and in his absence Sue Jepson. A decision will then be made as to whether to make a referral to children's social care. It is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency then a referral should be made to SPA (Single Point of Access).

Sharing/recording concerns

Individual with concerns about a child (see paragraph 24-29 and the NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them* The individual with concerns may refer to the children's social care directly in exceptional circumstances such as in emergency or a genuine concern that appropriate action has not been taken

Consideration

If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step

Referral to children's social care

An individual with concerns or the designated safeguarding lead may make a referral to children's social care

No referral to children's social care

The individual with concerns or the designated safeguarding lead should monitor the situation

If the child's situation does not appear to be improving the referrer should press for re-consideration

Children's social care consideration

Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer

Assessment

Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment**, all schools should allow Las access to facilitate arrangements

No assessment

If no section 127 or 47*** assessment is recommended an early help assessment** may be recommended and/or onward referral to other specialist or universal services, children's social care will feed back to the referrer

Community cohesion statement

By community cohesion we mean working towards a society in which there is a common vision and sense of belonging for all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Cyber safety (e-safety policy)

The school has succinct guidelines for all staff members. We are mindful of the potential dangers posed by the Internet, the emotional harm created by cyber bullying and the safety of confidential information that is stored or transmitted electronically. In addition, units of learning have been created to raise pupil awareness of the dangers referred to above. Pupils learn by engaging in 'real life' situations that might occur online within a safe, secure domain. Through suitable filtering, the school ensures that children are safe from terrorist and extremist material when accessing the internet in schools.

Educational visits and trips policy

All staff should be aware of the guidelines in this policy which has been written with the dual intention of ensuring children are safe when learning outside school and ensuring the staff with them have met their professional responsibility with regard to this. The school's trips & visits coordinator (Charlotte Phelan) offers close support to all teachers organising excursions outside of the school premises.

Extremism and radicalisation

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The statutory **'Prevent'** guidance summarises the requirements on schools in terms of four general themes:
- risk assessment,
- working in partnership,
- staff training
- IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Members of staff are duty bound to report any child they believe may be at risk to extremism or radicalisation to the Headteacher. If appropriate, a referral will then be made to the Channel programme.

Fire procedures

Fire procedures are available in the staff handbook and exit routes are clearly displayed in all rooms.

Health and Safety

This policy covers all of the procedures dealing with accidents, incidents, First Aid, medicines, gas and electrical safety, dealing with hazardous substances and infectious diseases. It also covers issues pertaining to contractors on site, asbestos, vehicle movements on site, security, unacceptable behaviour and intruders, lone working, expectant mothers, use of equipment and manual handling.

There are regular health and safety checks carried out by the school's Site Manager (Cullen Stokes). An annual 'Safer Places' audit is carried out in July by members of the governing body premises committee (Sue Jepson, DHT and Jeremy Rees, vice-chair of governors and school Site Manager).

Homophobic bullying statement

This statement should be displayed in all classrooms and referred to by all class teachers if and when any form of homophobic name calling or bullying occurs.

Meeting the Needs of Pupils with Medical Conditions

The school's policy pertains to pupils who may have a long-term condition which requires hospital admission, a long-term condition which is dealt with on an outpatient basis, or a short-term medical condition. The school liaises regularly with the school nurse to ensure that any medical needs are addressed appropriately. Medical training to deal with a specific condition will usually be delivered by the school nurse to the relevant school staff (for example, on the use of an epipen). Teachers are informed about pupils in their class who have health plans. All healthcare information is stored on SIMS

Name calling statement

This statement should be displayed in all classrooms and referred to by all class teachers if and when any form of name calling occurs.

Procedures to follow when a child is sick

These are clearly stipulated in the staff handbook (page 20)

Race equality policy

The Race Relations amendment Act (2000) places a statutory duty on schools to:
- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

The school has an equalities policy that promotes race equality and offers specific actions to ensure the objectives listed above are secured.

Safer Recruitment

The school has a policy statement outlining measures that will be taken to secure safer recruitment to all posts at the school. All selection panels contain at least one person who has undergone safer recruitment training.
The Headteacher has attended Safer Recruitment training (one day, Shene School, 17.November 2010)
The Deputy Headteacher has attended Safer Recruitment training (one day, CTC, 2010)

Our firm intention is to create robust checking mechanisms, along with obstacles within the recruitment processes, for all posts to bar anyone who is unsuitable to work with children. All recruitment processes will be planned, and rigorous frameworks put in place that ensure that only those who are suitable to work with children are hired. We will endeavour to send out unequivocal messages to any prospective applicant who is applying for a post with the intention of harming children.

Safe working practices agreement

The staff code of conduct gives clarity to the measures needed to ensure that all employees and pupils can work within, and enjoy being part of, a safe and caring environment. A further purpose of this agreement is to reduce the possibility of an allegation being made against them. All staff should be aware of the school's safe working practices policy.

School Emergency Plan (critical incident policy)

Critical incidents are rare in schools, but when they occur everyone should know what to do. This policy provides a clear framework to support staff to deal with an emergency situation. Copies of this policy are located in reception areas, staffrooms, the Headteacher and the Deputy Headteachers office and the School Business Managers office

School Food policy (including allergies)

We are firmly committed to healthy eating and our food policy outlines the school's approach to this important topic. We have freshly prepared gold standard meals served on site each day.

School Travel Plan

The school travel plan is updated on a bi-annual basis. Its purpose is to promote sustainable travel and to promote healthy transport choices. The original plan, written in December 2009, was rewritten in 2014. We hold a Gold Travel Plan accreditation and regularly review our ongoing targets

- to improve the awareness of the health impact of different modes of travel
- to raise awareness of the environmental impact of motor vehicles
- to reduce congestion outside the school
- to continue to see a rise in the number of staff cycling to school
- to raise the number of children cycling to school

Special Educational Needs and Disability policy

The objectives of our SEN policy are:

- to identify children with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all aspects of school life
- to take all reasonable steps to keep all children integrated in the normal class programme, alongside their peers, adapting work to an appropriate level so that every pupil can experience regular and continuing success
- to give every child access to the National Curriculum at a level commensurate with their ability, differentiating learning whenever necessary
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision, and that there is effective communication between parents and school
- to ensure, whenever feasible, that learners are given an opportunity to express their views and are fully involved in decisions which affect their education
- to promote effective, multi-disciplinary partnership work and involve outside agencies when appropriate.

Use of Physical Intervention

The school has a policy on the use of restraint. It is most unusual that this guidance advice is needed by staff at Barnes, but in the rare circumstances that it is needed it should be strictly adhered to.

Whistleblowing statement

This can be found in the staff handbook (page 29)

Section C - Key information

The Single Central Record and Disclosure and Barring Service (DBS) checks

The school has an obligation to maintain a single central record of recruitment and vetting checks carried out on staff, volunteers and other individuals that provide additional teaching or instruction. The school has a single record and a copy of this is kept by both the Headteacher and the School's Business manager. The following people must show an up-to-date DBS check to the school's Business Manager before starting to work with pupils at the school:

- all teachers

- all support staff and administrative staff

- parents who regularly work in school as volunteers

- parents who regularly accompany children on school trips and visits

- all leaders of school clubs

Supply teachers and DBS checks

All agency staff are fully vetted and the school requests DBS status information from the agency.

Volunteer and DBS checks

The DfE advises that schools will not need to DBS check volunteers continuing in the same position. However, if an individual moves to a role that involves increased contact with children, we will apply for an enhanced DBS disclosure.

Application for an enhanced DBS check is needed for new volunteers in positions that involve regular contact with children (i.e. on three or more occasions in a 30-day period, once a month or more, or overnight).

Contractors and DBS checks

School administrators will always ask if contractors working at the school are DBS checked. If they aren't it is the school's responsibility to ensure that they never have any possibility of gaining direct access to children at any time.

After school/holiday care provision

Staff working for our preferred after school and holiday care provider are responsible for conducting DBS checks on their employees. All care providers are given basic child protection training and asked to report any concerns, no matter how small, to the school's Child Protection Officer.

First Aid Provision

All staff receive First Aid training during the first two days of the Autumn term. In addition to this, the following designated First Aiders are also on site. All members of staff are aware of the procedures to follow. Any head or facial injuries are reported to parents via a bumped head letter and where deemed necessary, a follow up telephone call is made. Accidents requiring hospital treatment are reported to the Borough on the appropriate accident form. First aid trained staff are:

	Role	Qualification
Pip (PT)	Leader of Learning	Paediatric 2 day
Amy (PT)	Leader of Learning	Paediatric 2 day
Joolia (FT)	Leader of Learning	Paediatric 2 day
Alice (PT)	Nursery Teacher	Paediatric 2 day
Esther (PT)	Leader of Learning	Paediatric 2 day
Hannah (FT)	LSA	Paediatric 2 day
Jasmine (PT)	LSA	First Aid at Work
Bida (PT)	LSA	Paediatric 2 day
Sol (FT)	HLTA	First Aid at Work
Christine (FT)	Leader of Learning	Paediatric 2 day
Alison (FT)	TA	Paediatric 2 day
Jane (PT)	LSA	Paediatric 2 day
Caroline T (FT)	LSA	First Aid at Work
Louise (PT)	TA / Enrichment Teacher	Paediatric 2 day
Brian (FT)	PE Teacher	Paediatric
Cullen (FT)	Site Manager	Paediatric 2 day
Roxy (PT)	LSA	Paediatric (FFS) 2 day
Scott (FT)	Y6 class teacher	Paediatric 2 day
Gill Mais	Reception manager	First Aid at work
Fiona McKinlay	Reception manager	First Aid at work

The Common Assessment Form (CAF)

A Common Assessment Form is a shared assessment and planning framework that aims to help early identification of need and promote coordinated service provision to meet need. It is a holistic tool to identify a child's needs before they reach crisis point. It offers a common structure to record information and facilitate information sharing between practitioners. It provides important evidence that can be used to make requests to involve other agencies, reducing unnecessary referrals and enabling specialist services to focus their resources where they are most needed.

It is completed when:

- a child has significant additional needs that require extra support to assist them to meet the five Every Child Matters outcomes. Some examples of needs that might trigger a CAF being completed:

    - disruptive or anti-social behaviour

    - overt parental conflict or lack of parental support/boundaries

    - significant emotional difficulties that restrict learning

    - poor attendance

    - experiencing domestic violence

    - housing issues

Staff training

The Headteacher has attended 'Integrated working' training (full day, CTC, 01 March 210)
The Community Liaison Manager has attended 'Integrated working' training (summer 2010)

Independent Safeguarding Authority

The Vetting and Barring Scheme was launched in October 2009. This is administered by the Independent Safeguarding Authority. The scheme is designed to ensure that anyone who presents a known risk to vulnerable groups is prevented from working with them. The current lists, including List 99, will be replaced by a new list which can be checked as part of an enhanced Criminal Records Bureau check. From July 2010, all new workers must be registered with this body - to be phased in for existing workers from 2011. From November 2010 all new governors have to registered with the ISA, existing Governors from 2011.

Road awareness and safe cycling

As part of the curriculum children are taught how to act safely on and around roads. They are also taught how to cycle safely and given the opportunity to take their cycling proficiency test. Y2 have scooter training, Y3 have pedestrian (Safer Walking) training, Y5 have cycle training, and Y6 have on-road cycle training.

Harassment and Discrimination

The Inclusion policy, the Behaviour policy and the Staff Code of Conduct outlines the expectations of both staff and pupils as to the expected behaviour in school. It goes without saying that harassment and discrimination are completely unacceptable and will be dealt with robustly.

Bullying

This is addressed in the school's behaviour policy and staff conduct policy. Bullying is not tolerated from pupils or staff in school.

Using images of pupils on the school website

Parents have the right to request that no images of their child appear on the school website. Teachers should know the names of these children.

Key professionals supporting the school to ensure pupil safeguarding and well being

Name	Role	e-mail	Telephone
Initial Response Team duty manager	Immediate child protection concerns		020 8893 3923
Geraldine Mitchell	School nurse		020 8487 1600
Charlie Tellis-James	Educational Psychologist	Charlie.Tellis-James@richmond.gov.uk	020 8487 5464
Nigel Standing	Designated governor for safeguarding & child protection	nigel.standing@btinternet.com	07973 333 676

School based staff

Mark Hartley	Child Protection Designated officer
Sue Jepson	Child Protection - second officer
Anna Freeland	SENCo
Pollyanna Kelynack	Learning Mentor

Communicating 'safe' messages to pupils

Messages and support are communicated
- in school assemblies
- in PSCHE sessions
- in one-to-one mentoring support from the school's learning mentor
- through displays of a ChildLine poster in four separate locations around the school

Communicating 'safe' messages to parents

The weekly school newsletter will be the main channel for informing parents about all safeguarding issues.

Communicating 'safe' messages and key information to staff

The following information is clearly displayed in both staffrooms
- Contact details for the Initial Response Team
- Allergic reaction procedures
- Whistleblowing procedures

Evaluation of our Safeguarding Arrangements

This will take four forms:
- ongoing, cyclical review bi-annually by the school's Leadership Team (October and June)
- annual review by the school's governing body in a full governing body meeting (June)
- Ofsted inspection evaluation.

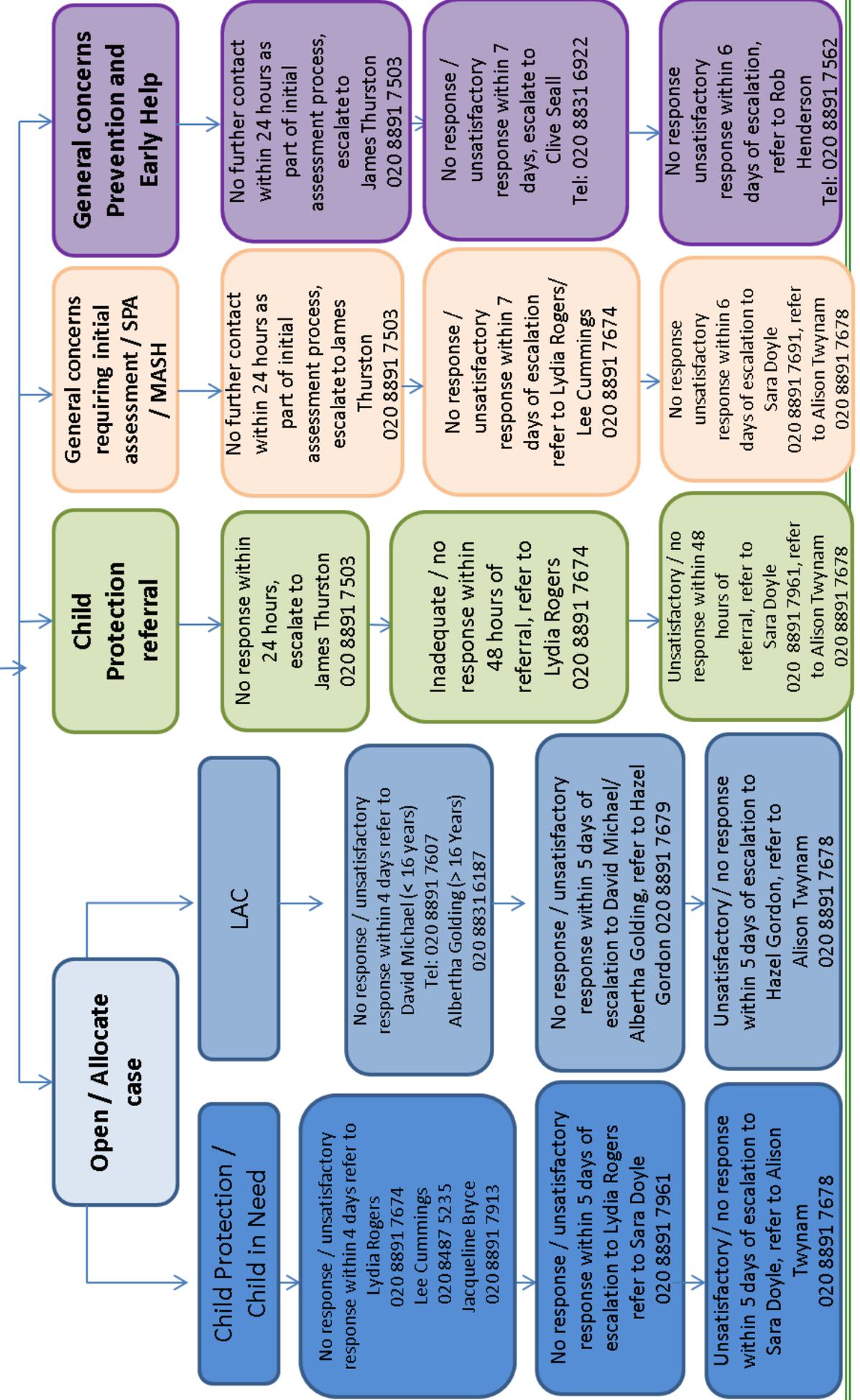## Inspection guidance suggests that inspectors ask for the following:

- Single Central Record of pre-employment checks
- Name of the designated member of staff for safeguarding
- Child protection policy
- Training record
- Policies on bullying and harassment
- Records of incidents of bullying and harassment
- Log of racist incidents
- Accident book
- Procedures to protect vulnerable pupils
- Health and Safety policy

ESCALATION PROCESS January 2016

Contact / Referral to Richmond's Children's Social Care/Protection & Early Help
Tel: 020 8891 7969
(Single Point of Access/ MASH) (to be used in conjunction with LSCB Escalation Policy)

General concerns Prevention and Early Help

No further contact within 24 hours as part of initial assessment process, escalate to James Thurston 020 8891 7503

No response / unsatisfactory response within 7 days, escalate to Clive Seall Tel: 020 8831 6922

No response unsatisfactory response within 6 days of escalation, refer to Rob Henderson Tel: 020 8891 7562

General concerns requiring initial assessment / SPA / MASH

No further contact within 24 hours as part of initial assessment process, escalate to James Thurston 020 8891 7503

No response / unsatisfactory response within 7 days of escalation refer to Lydia Rogers/ Lee Cummings 020 8891 7674

No response unsatisfactory response within 6 days of escalation to Sara Doyle 020 8891 7691, refer to Alison Twynam 020 8891 7678

Child Protection referral

No response within 24 hours, escalate to James Thurston 020 8891 7503

Inadequate / no response within 48 hours of referral, refer to Lydia Rogers 020 8891 7674

Unsatisfactory / no response within 48 hours of referral, refer to Sara Doyle 020 8891 7961, refer to Alison Twynam 020 8891 7678

Open / Allocate case

LAC

No response / unsatisfactory response within 4 days refer to David Michael (< 16 years) Tel: 020 8891 7607 Albertha Golding (> 16 Years) 020 8831 6187

No response / unsatisfactory response within 5 days of escalation to David Michael/ Albertha Golding, refer to Hazel Gordon 020 8891 7679

Unsatisfactory/ no response within 5 days of escalation to Hazel Gordon, refer to Alison Twynam 020 8891 7678

Child Protection / Child in Need

No response / unsatisfactory response within 4 days refer to Lydia Rogers 020 8891 7674 Lee Cummings 020 8487 5235 Jacqueline Bryce 020 8891 7913

No response / unsatisfactory response within 5 days of escalation to Lydia Rogers refer to Sara Doyle 020 8891 7961

Unsatisfactory/ no response within 5 days of escalation to Sara Doyle, refer to Alison Twynam 020 8891 7678

Name	Phone	Email
Albertha Golding	020 8831 6187	Albertha.golding@achievingforchildren.org.uk
Alison Twynam	020 8891 7678	Alison.twynam@achievingforchildren.org.uk
Clive Seall	020 8831 6922	Clive.seall@achievingforchildren.org.uk
David Michael	020 8891 7607	David.michael@achievingforchildren.org.uk
Hazel Gordon	020 8891 7679	Hazel.gordon@achievingforchildren.org.uk
Jacqueline Bryce	020 8891 7913	Jacqueline.bryce@achievingforchildren.org.uk
James Thurston	020 8891 7503	James.thurston@achievingforchildren.org.uk
Lee Cummings	020 8487 5235	Lee.cummings@achievingforchildren.org.uk
Lydia Rogers	020 8891 7674	Lydia.rogers@achievingforchildren.org.uk
Robert Henderson	020 8891 7562	Robert.henderson@achievingforchildren.org.uk
Sara Doyle	020 8891 7961	Sara.doyle@achievingforchildren.org.uk