



BALFOUR JUNIOR ACADEMY

SAFEGUARDING POLICY & PROCEDURES FOR PROTECTING VULNERABLE PUPILS

At Balfour Junior Academy we offer all pupils, parents and staff equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual learning needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity of cultures of each child. We do not tolerate discrimination of any kind against our pupils, parents or staff.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Impact Assessment

An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist.

Policy written by	Kim Parnell
Policy ratified by	Balfour Junior Academy's Governing Body
Policy date	September 2018
Next review due	September 2019 (Updated January 2019)
Designated Safeguarding Lead (DSL)	Kim Parnell
Deputy (DSL)	Phillipa Dennis and Gary Kirk
Safeguarding Nominated Governor	Patricia Daniels



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IDENTIFICATION

Vulnerable pupils are those who at some point in their childhood have either additional or more significant or complex needs.

An estimate 20-30% of children have additional needs at some point in their childhood, requiring extra support from education, health, social services or other services. This could be for a limited period or on a long term basis. Support for pupils with additional needs will draw on a range of targeted in-school provision and procedures as well as a multi agency approach where necessary. The range of additional needs may typically include:-

Disruptive or anti-social behaviour	Disengagement from education including those at risk of becoming not involved in education, employment or training post 16
Overt parental conflict or lack of parental support/boundaries	Involvement in or risk of offending
Poor nutrition	Ill health
Poor attendance or exclusion from school	Substance abuse
Anxiety or depression	Experiencing bullying
Special educational needs	Housing issues
Disabilities	Pregnancy and parenthood

Children with more significant or complex needs which meet the threshold for statutory involvement include:-

Looked after children	Children subject to a child protection plan
Children who are carers	Children for whom adoption is the plan
Children with severe and complex special educational needs	Children with complex disabilities or complex health needs
Children diagnosed with significant mental health problems	Young offenders involved with youth justice services (community and custodial)

In addition, the following groups of children may be particularly vulnerable:-

Children living away from home	Children in hospital
Children who may be vulnerable to racist or homophobic bullying	Children living in households where there is domestic violence
Children who may be vulnerable to cyber bullying or to abuse via the internet	Unaccompanied asylum seeking children

The above lists are not necessarily exhaustive, but provide a starting point for the identification, care and safeguarding of such children.

THE PROCESS OF SAFEGUARDING CHILDREN

The Government has defined the term 'safeguarding children' as:-

"The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

PROCEDURES TO PROTECT VULNERABLE CHILDREN

The following policies outline many of the established procedures the school has in place for the support and protection of vulnerable children. They operate alongside associated school and authority documents:

- Child Protection Policy
- Local Authority Child protection Procedures
- Safeguarding Flowchart
- Policies/schemes for Equality and Diversity – Racism, Disabilities, Gender,
- SEN and Inclusion policy
- Anti-Bullying and Behaviour Management policies
- Staff handbook
- Whistle blowing policy
- ICT Use Policy
- Attendance Policy
- Safer Recruitment Procedures
- Health and Safety Policy

In addition, the school makes use of and/or provides the following:-

- Use of Personal Education Plans (PEPs), Personal Support Plans (PSPs) and Individual Educational Plans (IEPs)
- Parental Information Evenings
- Access to the school SENCo and FLO
- Close links with AASSA and Educational Psychology
- Robust Safer Recruitment Procedures
- Transition procedures, including visits to secondary schools

RESPONSIBLE PERSONS

The member of staff who has overall responsibility for safeguarding and Child Protection is Mrs Parnell. Mrs Dennis and Mr Kirk are Deputies. All pupils have access to a range of safe adults, including the Class Teacher, Teaching Partner and Family Liaison Officer. In all cases, our priority is to:-

- Protect children from abuse or neglect
- Prevent impairment of their health, well-being and development
- Ensure they are growing up in circumstances consistent with the provision of safe and effective care

GENERAL PROCEDURES

STAFF, VOLUNTEERS AND VISITORS

- All staff are trained in Child Protection and related procedures. The Designated Safeguarding Lead and Deputies attend additional training. Information leaflets are available to staff, volunteers and visitors.
- DBS checks are carried out on all staff and volunteers, with records kept.
- Headteacher, Business Manager and Chair of Governors are trained in Safer Recruitment and vetting procedures.
- Staff know how to alert the DSL to immediate Child Protection concerns. These are acted upon as quickly as possible.
- Visitors to school are asked to sign in on the Visitors electronic register and wear a named sticker whilst on site. Contractors are escorted to their area of work and are informed of procedures in Child Protection procedures.
- Staff wear identity badges whilst on site.
- Attendance is monitored. The FLO/Attendance Officer check up on children with regular, unexplained or long periods of absence. The Attendance Advisory Practitioner may be involved in follow up actions after a referral by the school.
- Information is shared with other agencies where the welfare of the child is of paramount concern.
- Where a growing level or picture of concern emerges we may call a meeting, arrange a CAF (Common Assessment Framework) or multi-agency meeting / TAF (Team Around the Family).
- As a school we endeavour to achieve a good relationship with parents/carers. Support is offered where possible and necessary. We also refer parents/carers to other agencies who may be able to offer help or support, for example the Freedom Programme, Triple P courses or Children's Centres.

CLASSROOM

- Concerns are logged initially via the "Record of Concern" forms kept on the shared area, unless they are immediately considered to be Child Protection concerns. These are given to the FLO or DSL and deputies. Upon receipt they will respond with appropriate follow-up actions in accordance with the school's policies.
- Follow-up actions may take many directions depending on need:
 - Contact with parent/carer
 - Strategies suggested for overcoming the problem
 - Monitoring in an appropriate manner
 - Referral to another member of staff
 - Referral to another agency
 - Child Protection referral/procedures
- Children's needs are identified as soon as possible and referrals are made to specialist agencies who may make assessments and support children in school, for example Speech and Language therapy or OT.
- Children with Special Educational Needs are supported appropriately. Individual Education Plans are written and shared with parents/carers.
- Behaviour Management plans are written to ensure that children with challenging behaviour are properly supported. These plans are written in co-operation with parents/carers.
- Healthcare Plans are written for pupils with medical or health problems. These are written in consultation with parents/carers and health care staff, where necessary. They are shared with relevant staff members, including Midday Meals Supervisors.

COMMON ASSESSMENT FRAMEWORK

The Common Assessment Framework (CAF) has been introduced by the Local Authority to ensure sharing of information and a multi-agency approach. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services.

The CAF will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate. The CAF will also help to improve integrated working by promoting co-ordinated service provision.

LOOKED AFTER CHILDREN

- We aim to maintain good, regular communication with foster carers and social care workers.
- We work closely with the "Virtual Headteacher" for children in the care of the authority.
- Personal Education Plans are written to support the child in his/her learning and welfare. Meetings are held with all relevant parties to set up and monitor plans.
- Progress, achievement and attendance are closely monitored.
- Should there be further concerns about the child, these are shared with the social worker.
- Permission for taking part in school activities is obtained from the appointed LA officer.

CHILDREN WITH A CHILD PROTECTION PLAN OR CHILD IN NEED PLAN

- The school ensures that an appropriate member of staff attends both Child Protection meetings, core group meetings or CIN meetings. This person will be able to report on the progress of the child and give information on attendance and welfare issues.
- A close working partnership is maintained with social workers and where possible, with the parent/carer.
- Children with Child Protection/ Child In Need plans have a confidential file which is kept securely with restricted access.
- A log is kept of any incidents or disclosures, these are shared as appropriate.
- School will always consider how it can contribute to the protection of the child and any actions that can be taken will be taken.

CHILDREN WITH DISABILITIES

- A full discussion of the needs of the child will take place between relevant members of staff and parents/carers.
- Support staff will be made aware of the child's vulnerability and all aspects of care will be fully discussed, with IEPs or healthcare plans written, if needed.
- Where a child is unable to attend to his/her own personal needs such as toileting, a procedure will be agreed with the staff members concerned, the parents/carers, and if capable the child.
- Where necessary adaptations are made to the school environment and routine in order that the child is not disadvantaged.

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DFE 2018)

On publication of this Child Protection Policy (September 2018), the September 2018 version of the statutory guidance '**Keeping Children Safe In Education**' available online, will be updated in September 2019, when this policy will be reviewed.

The existing version of the statutory guidance mentions that there will be also be updates likely in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The DSL has therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex, which provides further information on:

-  Children missing from education
-  Child sexual exploitation
-  Honour based violence
-  FGM mandatory reporting duty
-  Forced marriage
-  Preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf