



Brackenhill Primary School

Job Description

Class Teacher

PAY RANGE: Mainscale/UPS

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear learning objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop skills for learning through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and maths;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep electronic records;
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of children as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- Work as part of a curriculum team and/or have responsibility for an aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- contribute to the whole school's planning activities.

Upper Pay Scale Teachers

Post threshold teachers should meet the post-threshold standards as well as the core standards.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Signed..... Dated.....



Brackenhill Primary School Personnel Specification Class Teacher

Factor	Essential	Desirable	Means of assessment
QUALIFICATIONS /EDUCATION	<ul style="list-style-type: none"> Qualified Teacher Status Evidence of Continuing Professional Development (if not NQT) 		Application
EXPERIENCE/ KNOWLEDGE	<ul style="list-style-type: none"> Personalised Learning Working knowledge of the 2014 National Curriculum Using positive behaviour management strategies Teaching and Learning styles Experience of working in primary school Experience of class management 	<ul style="list-style-type: none"> Experience of planning as part of a team. Experience of working in a setting with children who have EAL. Experience of Assessment for Learning techniques Experience of developing independent, active learning Experience of developing a curriculum area Knowledge of Talk for Writing 	Application Observation Interview Reference
SKILLS	<ul style="list-style-type: none"> Ability to motivate and develop positive relationships with staff, pupils & parents Effective Communication skills. 		Application Observation Interview Reference
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> An effective team player Willingness to learn and manage own self development Actively committed to the principles of Bradford Council's and the school's Equal Rights policies and practices. 		Application Interview Reference

SPECIAL ATTRIBUTES	<ul style="list-style-type: none"> • Able to use ICT effectively to support learning. • Interest in working with children to promote their development and educational needs • Ability to form and maintain appropriate relationships and personal boundaries with children 	<ul style="list-style-type: none"> • Keen interest and skills supporting the ability to develop the area of interest identified – Reading/Phonics, Science, PE. Art & DT 	Application Interview Reference
CIRCUMSTANCES / PERSONAL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). 		Interview Site of documentation
PHYSICAL / SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioral difficulties or physical difficulties. 		Interview
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Interview
OTHER	<ul style="list-style-type: none"> • Willingness to attend school training sessions/parents evenings/school trips 	<ul style="list-style-type: none"> • Empathy with young people facing barriers to their learning • A commitment to helping young pupils achieve, through education and learning • An understanding of and a genuine commitment to Equal Opportunities 	Application Interview Reference



Employment Opportunities at

Brackenhill Primary School

Dear applicant,

Thank you for requesting an application pack for a vacancy at Brackenhill Primary School.

We are looking for enthusiastic and committed staff with high expectations to join our team.

If you feel you are an excellent practitioner, who is keen to work hard in an exciting and successful environment, then we look forward to receiving your application.

This booklet will give you a brief insight to our school but we would encourage you to come and visit us to see for yourself our wonderful school environment. Contact details are available on the job advert.

How to apply

Please read the job description and personnel specification carefully to ensure you meet the required criteria before applying for this position.

You should complete the enclosed application form outlining how you meet the criteria in the job description. Alternatively you can submit an online application through Prospects on line.

Your application should be accompanied by a supporting letter, no longer than two sides of A4. Within your letter of application you may wish to outline your reasons for applying for the post and give an indication of what you can offer the school.

Safeguarding

Brackenhill Primary School is committed to safeguarding and promoting the welfare of all of its pupils. The school recognises that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All posts are subject to vetting checks including an enhanced DBS check, all to be deemed satisfactory to the school. School will request three references if you are successful at shortlisting stage, one being from your current or most recent employer. We have enclosed a copy of the reference request in this application pack. If there are any gaps in employment or education history on your application form, these will also be challenged during your interview if you are shortlisted. During interview, a number of questions will be asked by the interview panel, several of which will be safeguarding related. Please refer to the 'Child Protection and Safeguarding Policy and Procedure' for more information on our Safer Recruitment procedures.

We would request that you provide details of daytime and evening contact numbers and email addresses for use should you be called for interview.

Completed Applications should be returned to:

FAO Helen Metcalf
Headteacher
Brackenhill Primary School
Dracup Road
Bradford
BD7 4HA

Alternatively you may wish to email your application to
kirstie.wainwright@brackenhillprimary.co.uk

You may also apply by uploading your application via the prospects online website.

You are advised to call the school to confirm that we have received your email before the close of applications.

We look forward to hearing from you.

Kind regards

A handwritten signature in black ink, appearing to read 'H Metcalf', written in a cursive style.

Helen Metcalf
Headteacher

Our Building and Grounds

The current school was built in 1975 when Great Horton Infant School became Brackenhill First School. The school became a Primary school in 2001 with the reorganisation of Bradford schools. Major refurbishment followed this changed use with the creation of classrooms to replace the original open plan layout. We also created an ICT suite, a library and an art room to meet the changing needs. Over recent years the school has been updated with a pitched roof placed over the flat roof, new boilers, security fencing and the replacement of all doors and windows.

In 2009 Brackenhill Primary began the exciting process of moving from a one to a two form entry school. The work has seen the completion of new modern classrooms and a sports hall along with refurbishment of existing classrooms and a new nurture room.

The school has extensive grounds including the large sports field, a wildlife area with copses, orchard, geology area, seating etc. There is also a growing garden and a cycle track and skills area within the grounds.



Our Community and extended schools provision

We are near the centre of Great Horton and while this former village is now very much a part of the city, the school is bordered by a large park and green spaces. We serve a mixed community reflecting the ethnic mix within Bradford. We are part of 'Great Heights', which is a vibrant partnership of schools in the area. Sports, cultural and community events are on offer, widening opportunities for community collaboration and learning.



Within school our learning mentors and support staff provide a low cost breakfast club and a range of after school clubs which vary over the year.

Our pupils typically move to up to twelve different secondary schools.

For our parents we have long established ESOL classes in school, organised by the WEA, as well as a variety of other classes. The development of these classes over the years has resulted in increasing parent involvement in school life. Brackenhill Friendship Group supports the school through events and fundraising.

Teaching and Learning at Brackenhill

The school takes in children with a wide range of ability on entry, however increasing numbers join us with attainment and development well below national average. The challenge for the school is to meet the needs of such a wide range of ability and to ensure that those with low attainment on entry make sustained, accelerated progress to meet new national standards.

While raising attainment is a key priority, at the heart of the school is the aim to develop future citizens with high aspirations, who show respect for others and their environment, develop a range of talents and gain satisfaction from learning and making a contribution to our society. We have an active school council as well as a playground buddy scheme and sports leaders.

Out of school visits are essential to widen our children's experiences and we have a long established programme of visits to a range of venues. A range of visitors also come to school to share their expertise and widen learning. Children take part in the Schools Linking Project to develop cohesion across the city.



To meet the needs of pupils from different faiths we provide separate faith worship weekly for Christian, Muslim, Hindu and Sikh groups. Leaders are provided by the LA Interfaith Centre. We also aim to provide a balanced celebration of the main festivals of these groups through the school year.

New staff are joining a highly committed enthusiastic team. There is a balance of experienced teachers and recently qualified teachers who are keen to implement educational changes and raise attainment.

Throughout Foundation stage a skilled and welcoming team of teachers, early years practitioners and teaching assistants ensure good practice from the start. In Key Stage One and Key Stage Two we have a skilled and enthusiastic team of teachers and teaching assistants, as well as higher level teaching assistants, who also provide PPA cover. Our Learning Mentors and Behaviour Champion provide a wide range of additional support for vulnerable children. Our School Business Manager leads the administrative team who are supported by a peripatetic bursar. Our Site Manager and Assistant Site Manager take a pride in the school and are very much a part of the whole team. We have the Sainsbury's School Games Award, our Nurture Team has been awarded the Marjorie Boxall Award and we are working towards our Eco School Green Flag Award.





Brackenhill Primary School

Safeguarding including Child Protection Policy and Procedure

1. Introduction

Brackenhill Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. The Governing Body and staff fully recognise the contribution it makes to safeguarding children. The school recognises that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

This policy should be read in conjunction with Keeping Children Safe in Education 2016, and any supplementary guidance in addition to Working Together to Safeguard Children, 2015 and Bradford Safeguarding Children Board Procedures. Electronic version only now available on the BSCB website <http://bradfordscb.org.uk/>

The aims of this policy are:

- ❑ To support a child's development in ways that will foster security, confidence and independence.
- ❑ To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ❑ To provide a systematic means of monitoring children known or thought to be at risk of harm.
- ❑ To emphasise the need for good levels of communication between all members of staff.
- ❑ To develop a structured procedure within the school, which will be followed by all members of staff, governors and volunteers, in cases of suspected abuse.
- ❑ To develop and promote effective working relationships with other agencies, especially the Police, Health and Social Services.
- ❑ To ensure that all adults who have access to children have been checked as to their suitability.

2. Commitment

Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way and whilst at school their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Safeguarding relates to:

- ☐ Child Protection
- ☐ Prevent
- ☐ Child Sexual Exploitation
- ☐ Honour Based Violence
- ☐ FGM
- ☐ Staff Conduct
- ☐ Curriculum
- ☐ Managing allegations against staff
- ☐ Attendance
- ☐ Safe recruitment and selection
- ☐ Whistle blowing
- ☐ Health and safety
- ☐ Behaviour management
- ☐ Managing building design
- ☐ Educational visits
- ☐ Online Safety
- ☐ Anti-Bullying including Cyber-bullying
- ☐ Children Missing Education
- ☐ Domestic Violence
- ☐ Drug Abuse
- ☐ Fabricated or Induced Illness
- ☐ Faith Abuse
- ☐ Gang and Youth Violence
- ☐ Gender based violence against women and girls (VAWG)
- ☐ Hate crime
- ☐ Trafficking
- ☐ Mental Health

Note: This list is not exhaustive.

Definition of Abuse

“...A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (e.g., via the internet). They may be abused by an adult or adults, or another child or children.”

Working Together to Safeguard Children 2015

Physical Abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children.
- These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm and danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on Peer Abuse

Abuse of a child can be undertaken by their peer or peers. Abuse is abuse and should never be passed off as 'banter' or 'part of growing up'. Brackenhill Primary acts on disclosures of peer on peer abuse as it would for all other disclosures.

Peer on Peer abuse may take different forms:

- Inappropriate sexual play
- Harmful sexual behaviour
- Sexting
- Grooming
- Gender based bullying: e.g., boys experiencing initiation / hazing type violence, sexual violence against girls.

Child Sexual Exploitation (CSE):

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

So called 'Honour Based' Abuse

Honour based violence 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community', such as FGM, Breast Ironing, forced marriage. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence, Brackenhill Primary School will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Forced Marriage:

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage. If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

Female Genital Mutilation (FGM):

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If a staff member, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the staff member must report this to the police. This is a mandatory reporting duty.

Prevent:

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Brackenhill Primary strives to build pupils' resilience to radicalisation by promoting fundamental British values. School aims to be a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Brackenhill Primary is aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff are trained to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. This is a child protection matter and DSL/Deputy DSLs should be informed immediately, so that when appropriate, a referral to the Channel programme can be made, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

3. Responsibilities

The Governing Body

The governing body ensures that the school:-

- Has a Safeguarding and Child Protection policy & procedures in accordance with LA / BSCB guidelines
- Operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers (see – **Keeping children safe in education** DFE September 2016)
- Has one DSL and at least two members of the school's leadership team as deputy DSLs and one Child Protection officer.

The Governing Body also ensures that:

- The DSL, Deputy DSLs and Child Protection officer have appropriate refresher training at least every two years.
- All other staff who work with children undertake safeguarding training every year.

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- Temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities as set out in the 'Child Protection Procedures Flowchart (See **Appendix 4**)

The governing body remedies any deficiencies or weaknesses brought to its attention without delay and have:

- Procedures for dealing with allegations of abuse against staff/volunteers
- A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head teacher
- The governing body reviews its policies/procedures annually and provides information to the LA about them

The nominated governor will liaise with the Headteacher and designated Staff to produce an annual report for governors.

The Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Child Protection Officer

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection. At Brackenhill Primary the DSL is the Headteacher. At Brackenhill Primary there are two Deputy Designated Safeguarding Leads (members of SLT) and a Child Protection Officer, in order that the best possible access to advice can be achieved.

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- liaise with the Deputy DSLs to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and/or the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies and child protection officer) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies and child protection officer) should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) will aim to be available (during school hours) for staff in school to discuss any safeguarding concerns. Should they not be available the Child Protection Officer will be available or the DSL and Deputy DSLs are available on their work phones for advice. Out of hours activities e.g. sporting events or residential – staff will be given contact details for the DSL and both Deputy DSL and the DSL and Deputy DSLs will carry their work phones during these times.

The DSL, Deputy DSLs and the CPO are also responsible for:

- ❑ Adhering to LA and school's procedures with regard to referring a child if there are concerns about possible abuse.
- ❑ Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- ❑ Ensuring that all such records are kept confidentially and securely and are separate from student records.
- ❑ Ensuring that any pupils currently on the schools child protection register who is absent without explanation is reported to the above team by the HSLs in order to refer to *Children's Social Care*.

Taking Action to Ensure that Children are Safe at School and at Home

The school will ensure that:

- ❑ It has a Safeguarding including Child Protection Policy in place that is in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- ❑ It operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Local Authority's or equivalent Safer Recruitment Training.
- ❑ It has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;

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- ❑ Will remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- ❑ The Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher.
- ❑ Where services or activities are provided on the school's premises by another body, the body concerned must agree to adhere to the school's policies and procedures in place in regard to safeguarding children and child protection and liaise with the school on these matters where appropriate. A signature will be required to confirm agreement with the above.
- ❑ Review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged if requested.

The Governing Body will also support:

- ❑ The monitoring and evaluation of the child protection training that staff receive.
- ❑ School reviews relating to all aspects of safeguarding children/working practices and any further developments that are required.

The Headteacher will ensure that:

- ❑ The Governing Body receives yearly awareness training in respect of their roles and responsibilities in regard to Child Protection/Safeguarding.
- ❑ The Governing Body adopts appropriate policies and procedures to safeguard children in the school.
- ❑ Policies and procedures are implemented by staff.
- ❑ Parents/carers are made aware each autumn term of the safeguarding policies that are in place and who is the DSL and Deputy DSL.
- ❑ Sufficient resources and time are allocated to carry out Safeguarding Children/Child Protection effectively.
- ❑ All staff and adults working in the school understand their safeguarding children responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- ❑ The school has a mechanism for monitoring staff and governor understanding of the information given on Child Protection and Safeguarding and how to proceed following a concern.

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- ❑ Staff are aware of the “whistle blowing” protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.
- ❑ The school develops effective working partnerships with relevant agencies and cooperates as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- ❑ The school provides appropriate reports for child protection meetings.
- ❑ All information and records are kept confidentially and securely.
- ❑ Recruitment and vetting procedures are followed in all appointments of staff including those working in the school in a voluntary/unpaid capacity.
- ❑ Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.
- ❑ All members of staff know how to respond to a child/young person who discloses abuse.
- ❑ All parents/carers are made aware of the responsibilities of staff members with regards to child protection procedures and the policy is made available to them.
- ❑ 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.
- ❑ All new members of staff will be given a copy of the school’s Child Protection and Safeguarding Procedures as part of their induction into the school.

In addition, all staff are expected to read and ensure they understand Part 1 of Keeping Children Safe in Education 2016 and staff in direct contact with children will also be directed to read Annex A. Additional training will be given to any staff who do not demonstrate confidence in this area.

4. Safe Practice

The school will comply with the current Safe Practice guidance.

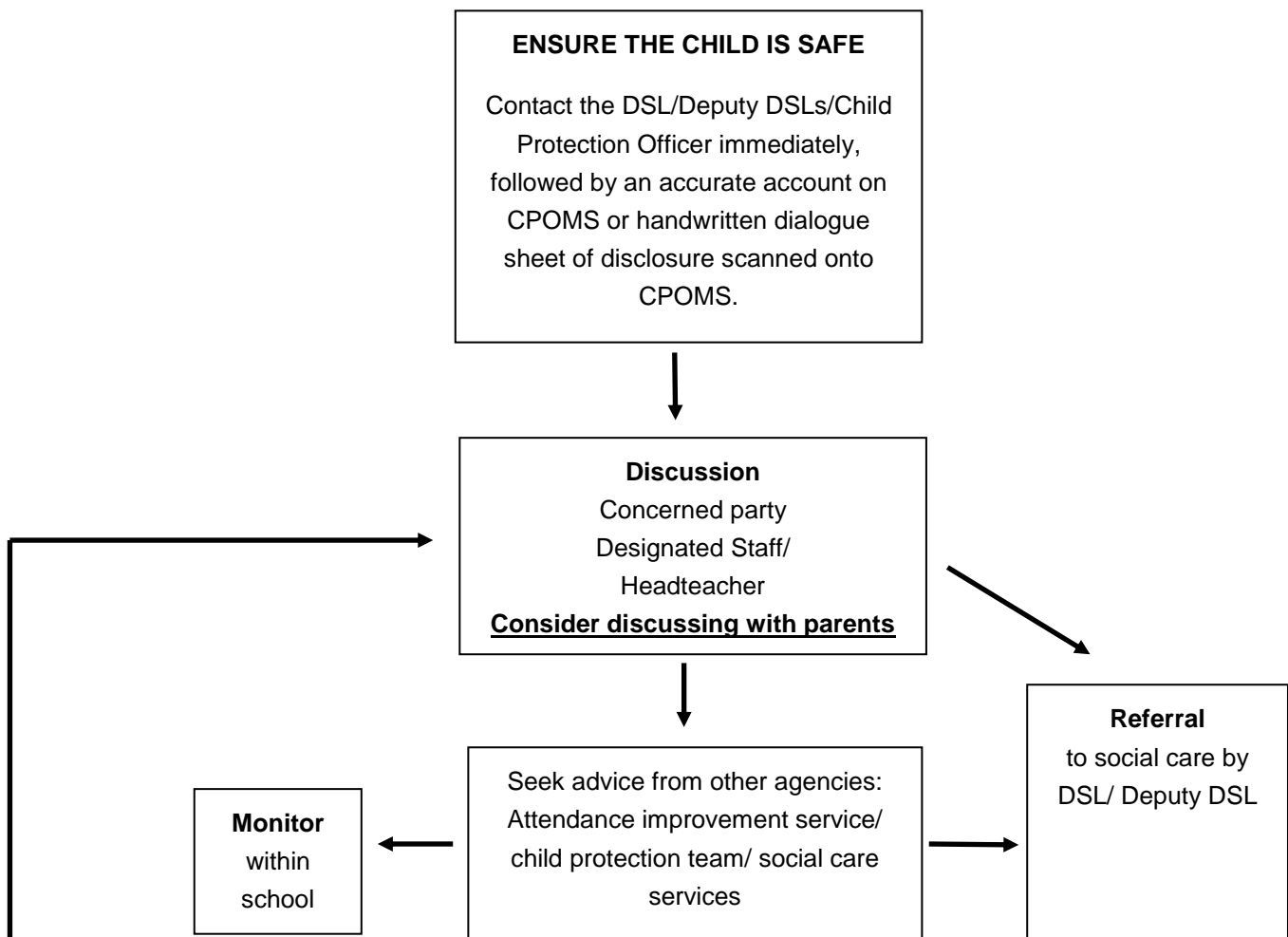
Safe working practice ensures that students are safe and that all staff:

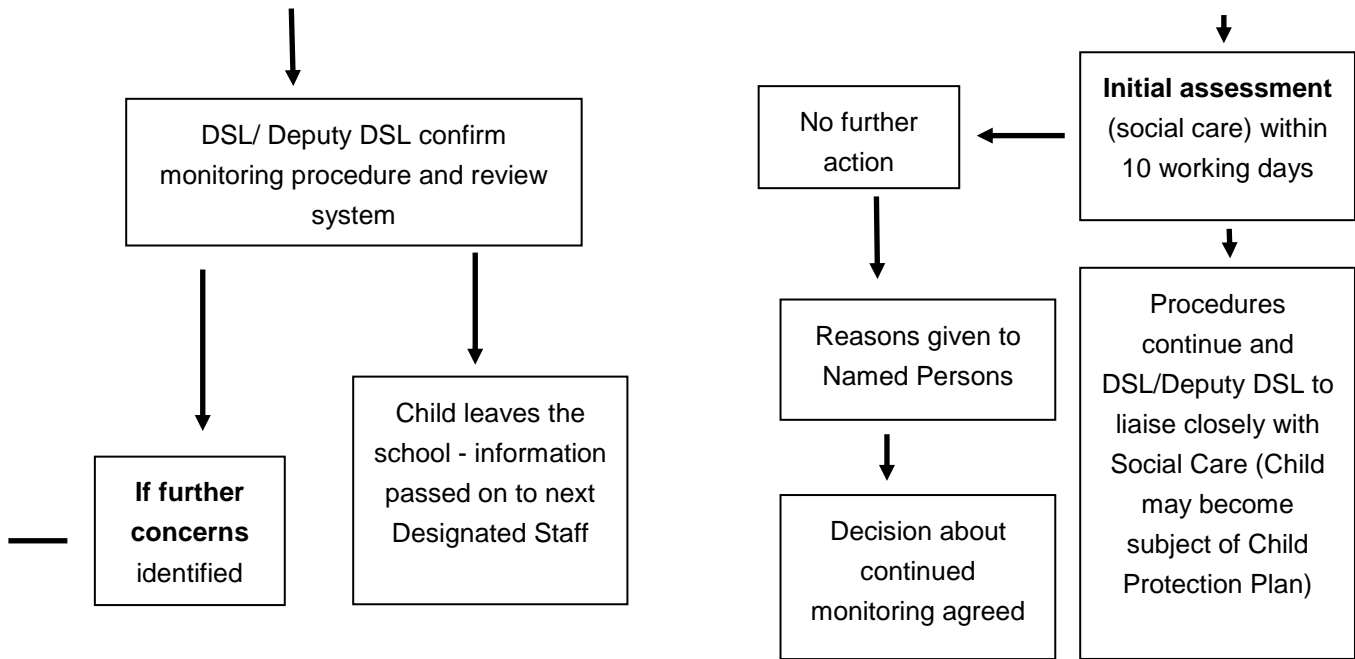
- ❑ Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- ❑ Work in an open and transparent way;
- ❑ Work with other colleagues where possible in situations open to question
- ❑ Discuss and/or take advice from school’s leadership team over any incident which may give rise to concern;
- ❑ Record any incidents or decisions made;

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- ❑ Apply the same professional standards regardless of gender or sexuality;
- ❑ Be aware of confidentiality practice
- ❑ Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

Summary of in-school procedures to follow where there are concerns about a child





5. Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. There are lessons taught to pupils that are designed to help keep pupils safe.

6. Supporting Children

The school recognises that a child who is abused or witnessed violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

The school recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm.

The school accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

The school will support all pupils by:

- ❑ Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- ❑ Promoting a caring, safe and positive environment within the school.
- ❑ Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- ❑ Notifying Children's Social Care as soon as there is a significant concern.
- ❑ Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school (as soon as possible).

Brackenhill Primary recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse eg. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc. **(Safeguarding Vulnerable Groups Act 2006)**. Also that children missing from Education are vulnerable and therefore the school follows the Bradford MBC / BSCB 'Children missing from Education' procedures – see *infobase* or www.bradfordlscb.org.uk

7. Confidentiality

The school recognises that all matters relating to Safeguarding and Child Protection are confidential.

The Child DSP / CPO will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

8. Supporting Staff

The school recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The school will support such staff by providing an opportunity to talk through their anxieties with the Child Protection Officer and to seek further support as appropriate.

9. Allegation against a member of staff or person known to the school

Procedure

These procedures should be used in any case in which an allegation has been made against a member of staff, visiting professional or volunteer.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

The Headteacher, on all such occasions, will discuss the content of all allegations with the Local Authority Designated Officer (LADO) in the Safeguarding and Service Standards Unit.

If the allegation made to a member of staff concerns the Headteacher, the Deputy Designated Lead teacher will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO) in the Safeguarding and Service Standards Unit.

The school will follow the school's procedures for Allegations of Abuse against Staff, a copy of which will be readily available in the password protected staff area of the school website.

10. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Parents are made aware of who to contact if they have concerns regarding the Safeguarding of their or any other child.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the DSL/Deputy DSLs. However, there may be occasions when school will contact another agency **before** informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

We encourage parents to discuss any concerns they may have with the Designated Safeguarding Lead or Deputy Safeguarding Leads. Parents are made aware of our policy via the school's website or on request from the main office.

11. Partnerships with Others

The school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

12. Whistleblowing

The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. There is a separate Whistle Blowing Policy for this purpose.

13. Physical Intervention

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Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child or another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

14. Prevention

The school recognises that it plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ☐ Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ☐ Ensure that all children know where there is an adult in the school whom they can approach if they are worried or in difficulty.
- ☐ Include in the curriculum opportunities for PSCH which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

15. Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.

Approved by

Chair of Governors.....Date.....

Headteacher.....Date.....

This document is for your guidance only and should not be regarded as a substitute for taking professional advice.

Last Updated: November 2017