

MODEL WHOLE SCHOOL POLICY FOR SAFEGUARDING (INCORPORATING CHILD PROTECTION)



Revised September 2019



WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

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Key contacts in school

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Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (effective 2nd September 2019).

This policy will be reviewed in full by the Governing Body on an annual basis.

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1. PURPOSE & AIMS

1.1 The purpose of Thrybergh Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm and we expect everyone who works in our school to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our pupils. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance and all adults take the welfare of the children seriously. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 **'Everyone'** who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating. All staff are advised to maintain an attitude of ***'it could happen here'*** where safeguarding is concerned.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide various teaching and learning activities and opportunities for children to develop the skills they need to identify risks, how to get help (if they need it) and stay safe, including online. This will also be extended to include material that will encourage our children to develop essential life skills. Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. For example, Crucial Crew, PSHE work, anti-bullying work, assemblies and e-safety.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (July 2018).

Link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Training in school for all staff includes Keeping Children Safe in Education (2019), paragraph 78: 'The Data Protection Act 2018 and GDPR does not prevent the sharing of information for the purposes of keeping children safe' and paragraph 80 'that the safeguarding of children and individuals at risk' allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

3. WHAT IS ABUSE?

Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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. They may be abused by an adult or adults, or another child or children.

*Appendix 4 in this policy defines each category of abuse in more detail.

Specific safeguarding issues are:

3.1 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2019), Child sexual exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the Rotherham LSCB child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

3.2 Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

At [school name] School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

All staff in this school are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2019) gives guidance to schools on how to manage reports of child on child sexual violence and sexual harassment.
- Sexting (also known as ‘youth produced sexual imagery’) NB: In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.
- Initiation (sometimes referred to as ‘hazing’) type violence and rituals/gang activity

All staff in this school are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group

sessions. Such content will be **age and stage of development specific**, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

In cases of 'Upskirting' we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose eg; obtaining sexual gratification or to humiliate, distress or alarm a victim. Upskirting will not be tolerated by the school and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

More information on peer on peer abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2019) and Chapter 2.1.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.3 Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

FGM is addressed as part of the procedures around '**Honour Based Violence**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The school has due regard to the **mandatory reporting duty**, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Teachers, in this school, must personally report to the police cases where they discover that an act of FGM has appeared to have been carried out; and discuss any such cases with the school DSL and children's social care. The duty does not apply in relation to at risk or suspected cases.

Staff in this school will be vigilant and will report promptly any FGM or other Honour Based Violence concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2019) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.4 Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In our school we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our school website, to the Rotherham LSCB website which provides information on radicalisation for children and young people, their parents/carers and professionals:
www.rotherham.gov.uk/safeguarding

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

Channel is a programme 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. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2019) and Chapter 2.1.6 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.ht>

3.5 Online Safety

The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material; for example pornography, fake news, racist or radical and extremist views
- Contact – harmful online interaction with others; for example commercial advertising as well as adults posing as children or young people
- Conduct – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying

The school recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The school e-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy which can be found on our website.

As a school, we will provide information for parents and carers on online safety plus links to useful websites. A selection of useful links can also be found in Annex C of Keeping Children Safe in Education (2019) and Chapter 2.1.5 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.6 Children with Special Educational Needs and Disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Where there are any concerns raised about the safety and welfare of a child with SEND in our school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

In school, with the support of the SENDCO we identify pupils who might need more support to be kept safe or to keep themselves safe.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2019, the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14) and Chapter 2.1.3 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.7 Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the school as soon as possible if the contact details change.

All staff in school understands the importance of regular attendance and our school has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when

considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2019 and Chapter 2.3.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.8 Additional safeguarding issues

- Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex A of 'Keeping Children Safe in Education 2019' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCB child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

3.9 Looked After Children (LAC)

A child who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every school must have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC in this school is Mrs Parry-McDermott and Mrs Edmondson. We have a separate LAC policy which can be found on our website.

3.10 Private Fostering

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority (but not the school) at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2018 and chapter 2.3.7 of the Rotherham LSCB child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

3.11 Criminal exploitation of children (county lines)

The criminal exploitation of children is a geographically widespread form of harm that typically crosses county boundaries. Key to identifying potential involvement are 'missing episodes', that is when a child may have been trafficked and/or groomed for the purpose of transporting drugs. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

3.12 Serious violence

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

The most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour. If any staff member suspects that a child maybe vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

3.13 Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective

assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs/Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently going missing from care or from home
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; being a young carer
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Has returned home to their family from care; is a privately fostered child
- Is showing early signs of abuse and/or neglect

3.14 Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

4. ROLES AND RESPONSIBILITIES

4.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The responsibility of the Governing Body/Proprietors (in the case of academies, free schools and alternative provision academies)

4.2 The Local Governing Body of Thrybergh Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

4.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in

Education 2019', Local Authority advice and the requirements of the Rotherham Local Safeguarding Children Board (LSCB) policies and procedures.

- The school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- The school contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)
- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The school has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One and Annex A of '*Keeping Children Safe in Education 2019*' and the school's Code of Conduct.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service or other local training providers.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education 2018 and local authority/LSCB guidance.

- Safer recruitment practices are followed in accordance with Part Three of *'Keeping Children Safe in Education'* (2019) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures.

www.rotherhamscbproceduresonline.com/index.htm

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

4.4 Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

4.5 At Thrybergh Primary School the Headteacher will ensure that the above policies and procedures, adopted by the governing body, are followed by ALL staff. The Headteacher is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- For ensuring the school is aware of and will follow the local safeguarding arrangements.

The Designated Safeguarding Lead

4.6 The Designated Safeguarding Lead is responsible for safeguarding and child protection at Thrybergh Primary School. The key role of the Designated Safeguarding Lead is to:

- understand and keep up-to-date with local safeguarding arrangements
- act as the main point of contact with the three safeguarding partners

- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on matters of safety and safeguarding
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school

The Designated Safeguarding Lead (DSL) and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education 2019'*. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated **every two years**. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

4.7 The DSL and Deputy at Thrybergh Primary School will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

4.8 The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.

4.9 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

4.10 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2019 and the Rotherham LSCB. (A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk)

4.11 If the DSL is not available, staff are aware that they should speak to the DDSL and/or a member of the SLT and/or take advice from local children's social care (Rotherham MASH).

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Thrybergh Primary School adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are;

1. Local Authority
2. Clinical Commissioning Group
3. The Chief Police Officer

5.2 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.3 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.4 If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.5 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed CPOMs reporting procedure in this school.

5.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.7 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 '*Referring Safeguarding Concerns about Children*' www.rotherhamscbproceduresonline.com/index.htm

5.8 If, after a referral, the child's situation does not appear to be improving, we will consider following the Rotherham LSCB escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the

police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

5.11 If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate.

5.12 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to our Whistleblowing Policy (see policy on our website).

6. WORKING WITH PARENTS & CARERS

6.1 Thrybergh Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

6.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

6.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

6.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

6.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;

- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise ie, illness, not being collected at the end of the school day, a child going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

7. SAFER RECRUITMENT

7.1 At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of *'Keeping Children Safe in Education 2019'*. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School Staffing (England) Regulations 2009). We will take advice from Rotherham LSCB about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

7.2 At Thrybergh Primary School we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of Keeping Children Safe in Education 2018 describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information

7.3 We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK

- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

7.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

7.5 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher.

8. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

8.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

8.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

8.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2019) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

8.4 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in school and

outside (including online) may have an implication for the safeguarding of children in our school. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors.

8.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

8.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO via MASH on 01709 336080.

8.7 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If this should happen we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future.

www.rotherhamscbproceduresonline.com/index.htm

9 WHISTLEBLOWING

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Trusts Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

10 RELEVANT POLICIES AND TRAINING

9.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.2 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Safeguarding policy
- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance and Children Missing Education
- The role of the DSL (KCSIE)
- E-safety – procedures to keep children safe whilst accessing the school network
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays
- GDPR policy

10. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ‘Working Together to Safeguard Children’ DfE (2018)
- ‘Keeping Children Safe in Education’ DfE (2019)
- ‘Keeping Children Safe in Education’ DfE (2019) - Part One and Annex A for ALL staff.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- ‘What to do if you’re worried a child is being abused?’ NSPCC
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/>
- www.rotherham.gov.uk/safeguarding
- www.rotherhamscbproceduresonline.com/index.htm

Plus ...

Education Inspection Framework September 2019

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>



Appendix 1: Example of a Recording Form for Safeguarding Concerns – if CPOMS system fails.

Staff, volunteers and regular visitors are required to complete this form and pass it to Robyn Parry-McDermott or Mel Bull if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:
Your signature:	
Date:	

Action taken by DSL

Referred to...?

Police MASH Early Help Other, ie, School Nurse, EWO, CAMHS etc.

Parents informed? Yes /No (If No, state reason)

Feedback given to...?

Pastoral team Tutor Child Person who recorded disclosure

Further Action Agreed:

(For example, School to instigate an Early Help Assessment, Child in Need, Child Protection etc.)

Full name:

DSL Signature:

Date:

Appendix 2: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children,