



## Thornhill Primary School SAFEGUARDING POLICY

Date Issued	Autumn 2018
Governor Approval Date	Awaiting Ratification
Date of Next Review	Autumn 2019

### Statutory Duties that apply to schools

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018 and Keeping children safe in education September 2018*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- procedures in place to handle allegations against other children;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including rescue from possible abuse or neglect. Designated leads roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (p.28 Keeping Children Safe in Education September 2018) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- supervised volunteers who attend for 4 or more sessions in 30 days **MUST** have an Enhanced DBS check;
- appropriate supervision and support for staff. All staff members should also receive appropriate child protection training which is regularly updated.
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an

environment where staff feel able to raise concerns and feel supported in their safeguarding role;

- staff have a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.
- that **all staff read at least part one of Keeping Children Safe in Education September 2018.**;
- there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction;
- all professionals have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children.

**An allegation may relate to a person who works with children who has:**

1. behaved in a way that has harmed a child, or may have harmed a child;
2. possibly committed a criminal offence against or related to a child; or
3. behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- any allegation should be reported immediately to the Head teacher within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

**Schools**

*Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.*

*In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, **Safeguarding Children and Safer Recruitment in Education and Dealing with allegations***

*of abuse against teachers and other staff.*

DfE **Keeping Children Safe in Education** September 2018.

DfE *Dealing with allegations of abuse against teachers and other staff.*

### **Introduction**

At Thornhill Primary School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm which might arise outside of time spent in school.

We recognise that for children: high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

### **Definitions:**

Within this document:

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to

Children who have been significantly harmed or are at risk of significant harm

**The aims of this policy are:**

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children

**Principles and values**

- Children have a right to feel safe and secure and cannot learn effectively unless they do so.
- All children regardless of age, race, ability, sexuality, religion, culture or language have a right to be protected from harm
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so will engage in partnership working throughout the child protection process to safeguard children
- Whilst the school will work, openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

**Responsibilities**

We have established clear lines of accountability to support staff in the process of protecting children.

**1. The Governing Body** has a nominated governor for safeguarding and Looked after Children named: Lindsey Clarke who will attend training/updates every three years

She will:

- ensure that the school has effective safeguarding policies and procedures including a child protection policy and a staff code of conduct policy.
- The safeguarding audit is completed annually
- Recruitment, selection and induction follow safer recruitment practice
- Allegations against staff are dealt with by the headteacher
- A member of the senior staff team is designated safeguarding lead (DSL)
- All staff comply in accordance with Central Bedfordshire Council safeguarding procedures and are appropriately trained
- The Chair of Governors is responsible for managing allegations about the headteacher
- The Child Protection Policy is updated annually and available on the school website
- Pupils are taught about safeguarding, including online, through teaching and learning opportunities
- Appropriate filters and appropriate monitoring practices are in place to safeguard pupils from potentially harmful and inappropriate online material.
- All staff read at least Part one of Keeping children Safe in Education.
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education

**2. Senior Management Responsibilities include**

- Contributing to inter-agency working in line with guidance
- Working with children's social care, supporting their assessment and planning processes including the schools attendance at conference and core group meetings
- Carrying out tasks delegated by the governing body such as staff training, safer recruitment, maintaining a single central register
- Providing support and advice pertaining to safeguarding and child protection for all members of staff
- Treating any information shared by staff or pupils with respect and following procedures
- Ensuring that allegations or concerns against staff are dealt with in accordance to school and DfE procedures
- Providing copies of Child Protection/Safeguarding policies, staff code of conduct and a copy of Part one of Keeping Children Safe in Education to all staff at induction
- Ensuring all staff understand the role of DSL and are aware of systems within the school which support safeguarding
- **Screening and confiscation of electronic devices in line with DfE procedures January 2018**

### **3. Staff Responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried about any problems
- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- attend training in order to be aware and alert to the signs of abuse
- maintain an attitude of 'it could happen here'

### **4. The DSL will ensure that:**

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy is updated annually, and is available publicly either via the school website or by other means.
- there are sufficient resources and time is allocated to enable the designated persons and other staff to discharge their responsibilities; including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- there is a list of all staff and volunteers, and their safeguarding training dates are maintained
- child protection training is updated regularly, in line with advice from the LSCB

In addition to fulfilling the responsibilities of staff and senior management staff, the DSL will also follow the role description set out in Annex B of Keeping Children Safe in Education 2016 this will:

### **The trained designated leads for child protection:**

1. Denise Bond ( Safeguarding Lead and Parent Support Lead )
2. Christopher Gunning (Deputy Head teacher)
3. Julia Lawson ( Head Teacher)

**They will:**

- have their roles explicitly defined in their job descriptions.
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child protection training every two years.
- liaise in accordance with the DFE procedures 'Keeping Children Safe' and Ofsted guidance for EYFS, when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO) **0300 300 4833**
- be able to access the contents of the SSCB procedures and make these accessible to all staff
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'

**Ensure that:**

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the **Early Help Assessment Framework (EHAF)**
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are password protected and accessible only by the head teacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- the pupil has a Child Protection Plan, and if absent without explanation for more than two days, their key worker in Safeguarding is contacted.
- phone calls about absences are similarly logged and dated
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held e.g. an **EHAF** is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
- where a pupil has a **child protection plan** and transfers to another school;
- the designated lead in Safeguarding is informed immediately
- ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

## **Reporting concerns to the designated leads**

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the next senior member of staff*, as soon as possible. **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.**

Parent Support Assistant can also be contacted for advice: Denise Bond: 07754838193

### **Immediate response to the pupil**

It is vital that our actions do not harm the child further or prejudice further enquiries.

Staff should:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- observe bruises but not to ask a pupil to remove their clothing to observe them

## **Thornhill Primary School child protection procedures**

### **Overview**

The following procedures apply to all staff working in school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

**If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information
2. Report it to the DSL / head teacher immediately
3. The DSL or head teacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or head teacher are not immediately available (see point 8 below)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions they were involved in.
  - Any injuries
  - Explanations given by the child / adult
  - What action was taken
  - Any actual words or phrases used by the child

The records must be signed and dated by the author.

### **Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care

2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact children's social care via 0300 300 8585 and make a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary they can phone Denise Bond, PSW, on 07754838193 or Intake and Assessment 0300 300 8585 to discuss concerns

4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process

5. The DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form (BIC 100) which will provide children's social care with the supplementary information required about the child and family's circumstances.

6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify children's social care of the occurrence and what action has been taken

7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.

8. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

### **Dealing with disclosures**

#### **All staff should:**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for

whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

### **If a disclosure is made**

#### **Receive:**

- Listen to what is being said, without displaying shock or disbelief
- accept what the child says and take it seriously
- Make a note of what has been said as soon as practicable

#### **Reassure:**

- Reassure the pupil, but only so far as it is honest and reliable
- Don't make promises that you may not be able to keep such as "I'll stay with you" or "it will be all right now" or "I'll keep this confidential"
- Do reassure... "I believe you", "I'm glad you came to me", "I am sorry this happened"...

#### **Respond:**

- Respond only as far as necessary for you to establish whether or not you need to refer the matter, but do not interrogate
- Do not ask asking leading questions such as "what did s/he do next?" **It is our role to listen - not to investigate.** It may invalidate your evidence in any later prosecutions

Do not criticise the perpetrator, the pupil might have a relationship with them

- Do not ask the pupil to repeat it for another member of staff. Explain what you have to do next and whom you have to talk to

#### **Report**

- Share concerns with DSL as soon as possible
- If you cannot contact your DSL and the child is at immediate risk, contact the Children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, press for a re-consideration

#### **Record**

- If possible make some brief notes, and write them up as soon as possible record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- Keep your original notes on file
- Complete a body map to indicate the position of any noticeable bruising
- **Do not take photographs!**

#### **Remember**

- Support the child, listen, reassure, and be available
- Share your knowledge only with appropriate colleagues
- Try to get some support for yourself if you need it

#### **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Is further training required?

### **Supporting pupils**

- The staff and governors recognise that a child or young person who is abused or witnessed violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might 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
- challenging and not condoning aggression, bullying or discriminatory behaviour
- promoting a caring, safe and positive environment.

**Confidentiality**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the '**working together**' guidance.
- Information will only be shared with individuals within the school who '**need to know**'
- All staff are aware that they cannot promise to keep a disclosure confidential

**What happens next?**

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

**Prevention in the curriculum**

The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
  - ✚ safely explore their own and others' attitudes
  - ✚ recognise and manage risks in different situations and how to behave responsibly
  - ✚ judge what kind of physical contact is acceptable and unacceptable
  - ✚ recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting

- ✚ pressure; including knowing when and where to get help
- ✚ use assertiveness techniques to resist unhelpful pressure.
- ✚ Internet Safety

### **Working with parents/carers**

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Initial Contact Team.
- Where there are any doubts, the designated lead should clarify with Initial Contact Team whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

*Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.*

- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- Parents will be informed on the school website where they can access links to all relevant policies

### **Allegations against teachers and other staff**

*( Please refer to Policy 'Dealing with allegations of abuse against teachers, other staff and volunteers)*

If it is alleged that a teacher, member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

### **The procedures for dealing with these allegations are as follows:**

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or DSL as soon as possible
- If an allegation is made against the Head teacher, the concerns need to be raised with the LADO or nominated governor as soon as possible
- Once an allegation has been received by the Head teacher or Chair of Governors they will inform the Local Authority Designated Officer (LADO) **0300 300 4833** or LADO Administrator: **0300 300 4832** to share information and to decide the course of action to be taken
- Inform parents of the allegation unless there is a good reason not to
  - Inform Ofsted **(if allegation concerns EYFS)** *Ofsted must be notified within 14 days of the allegations being made*

- ✚ their personal safety and well-being and develop effective ways of resisting
- ✚ pressure; including knowing when and where to get help

- ✚ use assertiveness techniques to resist unhelpful pressure.
- ✚ Internet Safety

### **Allegations of Abuse made by other children**

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:

If 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 pupil
- Indicates that other pupils outside the school may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

**Physical Abuse:** Violence, particularly pre-planned, forcing others to use drugs or alcohol.

**Emotional Abuse:** Blackmail or extortion, threats and intimidation

**Sexual Abuse:** Indecent exposure, indecent touching or serious sexual assaults. Forcing others to watch pornography or take part in sexting

**Sexual Exploitation:** Encouraging other children to engage in inappropriate sexual Behaviour (having an older boyfriend or girlfriend, associating with unknown adults, staying out overnight). Photographing or videoing other children performing indecent acts.

### **Peer on peer abuse**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
  - All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.
  - Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
  - Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process.

This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

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**Procedure:**

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.
- A factual record should be made of the allegation, but no attempt should be made at this stage to investigate the circumstances.
- The DSL will contact CBC to discuss the case
- The DSL will follow the advice provided by CBC and make a referral if appropriate
- Parents of both the pupil being complained about and the alleged victim, should be informed and kept up to date with the referral
- The DSL will maintain a record of discussions
- It may be appropriate to exclude the pupil being complained about, according to the schools behaviour policy
- Where neither social services or the police accept the complaint, the school will conduct an investigation
- If a safeguarding risk is present, the school will conduct a risk assessment and a preventative supervision plan.
- The plan will be monitored and updated as required

**Mobile Phones and Cameras**

Mobile phones are not permitted except for school visits where staff will use the schools mobile phone. All parents have the phone number of the school and this is manned continuously from 8.30 to 4.30 each day. Practitioners are able to use their personal mobile phones during their break times in the staffroom away from children. All personal phones must be locked away in the staff allocated locker during working hours. All staff are made aware of their duty to follow this procedure which is set out in the Staff Code of Conduct.

Visitors to the setting (including/excluding parents) are requested not to bring their mobile phones onto the premises or to turn them off for the duration of their visit.

Important contact details of the children are kept in the school office in case of an emergency.

We believe that photographs validate children's experiences and achievements and are

5. a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration. We take a mixture of photos that reflect the school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are also encouraged to use the school camera to take photos of their peers. All adults whether teachers/practitioners or

volunteers understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

#### **6. Searching, screening and confiscation at school (DfE January 2018)**

Statutory guidance for dealing with electronic devices'. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has a good reason to suspect the device may be used to cause harm,

- Disrupt teaching,
- Break school rules,
- Commit an offence,
- Cause personal injury, or
- Damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be lawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

#### **Professional development/Training**

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips staff to recognise and respond to pupil welfare concerns.
- All staff are given mandatory induction, which includes familiarisation with child protection policy, staff behaviour policy, the Designated leads in the school their responsibilities and procedures to be followed.
- All staff should read at least part one of Keeping Children Safe in Education September 2018
- A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- Safer recruitment training has been attended by staff and Governors.

#### **PREVENTING RADICALISATION and VIOLENT EXTREMISM**

Thornhill Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. Thornhill Primary School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups. Thornhill Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies

**New DFE guidance '*Sexual violence and sexual harassment between children in schools and colleges*' issued 14<sup>th</sup> December 2017**

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.

**Policy formulated by:**

**Julia Lawson Autumn 2018 Revised Autumn 2018, Revised 2018**

**Agreed /Ratified by Governors: Autumn Term 2014/ December 2015/ November 2016**

**Briefing sheet for temporary and supply staff  
and those on short contracts in Thornhill Primary school**

While working in Thornhill Primary school, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL) Denise Bond (Safeguarding Lead and parent Support worker) or in her absence, Mrs Julia Lawson (Head Teacher) and Mr Christopher Gunning (Deputy Head Teacher)

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental

- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, on the school Website or in the Staff room.

**Remember, if you have a concern, discuss it with the DSL.**

### **What is child abuse?**

The following definitions are taken from *working together to safeguard children* HM Government (2016). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

### **What is 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.

### **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.

### **Emotional abuse**

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 a child that they are worthless or unloved, inadequate, or valued only insofar 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 a 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 cyber bullying), 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, although it may occur alone.

### **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.

### **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 or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Indicators of abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

**Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

**NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you're worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

**Indicators of neglect**

**The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.**

**Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

**Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## Emotional abuse

### **The nature of emotional abuse**

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

## Indicators of emotional abuse

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)

- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### Physical abuse

#### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted

- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

### Sexual abuse

#### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

#### Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.
- Most people who sexually abuse children are men, but some women sexually abuse too.

### Indicators of sexual abuse

#### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares

- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

### **Child sexual exploitation**

Is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures

**Reviewed September 2018**