



THORNHILL PRIMARY SCHOOL.

CHILD PROTECTION SAFEGUARDING POLICY AND PROCEDURES

Policy approved by staff: September 2020

Policy approved by Governors: November 2020

Due for annual review: September 2021

Aims

- To raise the awareness of all staff, both teaching and non-teaching, of the need for child protection and of their responsibilities in identifying and reporting possible causes of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured internal procedure to be followed by all members of staff in cases of abuse.
- To support the pupil's development in ways which will foster security, confidence and independence.
- To develop a network of support for young people and adult members of the community.
- To promote understanding and build relationships with other agencies in order to work together more effectively.

Covid-19 Update:

We have made the following amendment as a result of the Coronavirus pandemic affecting the country:

- School is now open for all children.
- As a school we are following DfE guidance and updating staff as information changes.
- Where families of vulnerable children choose to self-isolate, the Head teacher / Attendance Officer will do face to face home visits.
- Any concerns/changes in family life are reported on the weekly LA safeguarding return.
- Staff continue to engage in Initial conferences and review conferences via phone link with other professionals.
- Staff continue to submit safeguarding conference forms as conferences arise.
- A weekly briefing by the Head Teacher to SLT ensures that changes to the vulnerable list are communicated well.

1. Introduction

This policy has been developed in line with government publications:

Working Together to Safeguard Children 2018 (replaced 2015 Act of the same name)

Keeping children safe in education 2016 and its 'Revised Guidance commencing 3.9.18'

What to do if you think a child is being abused 2015

Information sharing 2015

The Governing body at Thornhill Primary School takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Our school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children. All staff working at school have a full enhanced DBS check. We hold a single central record of all DBS safer recruitment checks. In April 2013, 2 Governors/staff completed Safer Recruitment Training. At least 2 are present on all appointments. K Hill attended Safer Recruitment training November 2018. S Gulliver attended

Safer Recruitment training in January 2017. As courses become available this year more Governors will attend. All gates or points of entry to school are manned by school staff and locked promptly when pupils enter or leave the building. Late arrival pupils will be signed in at the electronic entry system which complies with GDPR. Visitors to school will sign in and out at the electronic entry system at the main entrance and will wear a visitor badge printed in the main office. At home time, Foundation children and

KS1 children will be handed to parents as they request children at the gates/doors. All KS2 children are released from the gates/doors by staff at 3.00. It is the responsibility of the parents to meet KS2 children if they so wish at the KS2 exit gates. Any parent/carer wishing to collect a child mid day for an appointment must do so at the main entrance. Pupils leaving the building must be signed in and out electronically by a member of staff, who will also annotate the 'Fire register' which is stored in reception. When pupils leave the premises for appointments during the day, they will have an exit sticker placed on their outerwear explaining the reason why they have left the school. This ensures that parents and children stopped by police in the town centre can confirm they have left school for an appointment. Where it has been agreed a child has home dinners for medical reasons, children must be collected by an adult from the main office.

From September 2012 EYFS guidance now requires that safeguarding policies and procedures cover the use of mobile phones and cameras in the setting. To meet safeguarding procedures, posters (images and writing) indicate no mobile phones should be operational within the school setting as images may be taken of children and posted on social networking sites. Staff must remain vigilant at all times to ensure compliance.

At each public event a member of the SLT must say to visitors:

"All mobile phones must be switched off. For safeguarding regulations you are not permitted to take any photographs of children on the school site."

2. Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy together with a staff behaviour (code of conduct) policy.
- All staff are registered on the SCR and all staff/adults have a current DBS check. Should an adult need to enter the building without having a current DBS, the Headteacher must agree their presence and a member of staff must accompany them at all times in the building.
- The school operates safer recruitment procedures by ensuring that there are at least two persons on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has DSP Designated Safeguarding Person responsibility.
- On appointment, the DSP undertakes interagency training and also undertake DSP 'new to role' and an 'update' course every 2 years.
- All other staff have Safeguarding training updated every 3 years (March 2021 is the next update).
- The Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Child Protection policies and procedures are reviewed annually and the Child Protection policy is available on the school website.
- The Governing Body considers what children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal social health and economic education and Relationship and Health Education (RSE).
- That enhanced DBS checks are in place for the Chair of Governors and all other Governors.

2.1.2 The DSP is Head of School Karen Hill. The Deputy DSP is Carolyn Wadsworth. The DST Designated Safeguarding Teacher is the SENDCo Sarah Bruce Hillman and the DSG Designated safeguarding Governor is Heidi Cooper. In addition, we have a LAC DST and that is Alison Pease Acting Assistant Head.

2.1.3 The DSP who is involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years.

2.1.4 All members of staff and volunteers are provided with child protection awareness information at their induction. New joining staff have induction training that incorporates Safeguarding training and staff quickly receive LA safeguarding training on appointment.

2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

2.1.6 All other staff and governors, have child protection awareness training, updated by the DSP as appropriate, to maintain their understanding of the signs and indicators of abuse.

2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.

2.1.8 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO (Local Authority Designated Officer) for allegations against staff, for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service. (DBS).

2.1.9 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring.

3. Responsibilities

3.1 The designated DSP is responsible for:

3.1.1 Referring a child if there are concerns about possible abuse, to the relevant Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made electronically, following a telephone call using the Multi Agency Referral Form (MARF).

3.1.2 Keeping records electronically on CPOMS of concerns about a child even if there is no need to make an immediate referral.

3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records and are onto the next school as children transfer. This should be completed in a secure manner electronically through CPOMS, or using an 'Encrypted USB device' where data is transferred to a school that does not use CPOMS.

3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.2 above is marked on the class pastoral profile.

3.1.5 Liaising with other agencies and professionals.

3.1.6 Ensuring that either they or a staff member attend case conferences, core groups, or other multi-agency planning meetings and contribute to assessments.

3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

3.1.8 Organising child protection induction, and update training every 3 years, for all school staff

4. Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4. Our school will support all children by:

4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2 Promoting a caring, safe and positive environment within the school.

Holding regular assemblies to remind the children of the DS team - who they may need to speak to. Due to COVID these may be online.

Reminding children about "swimsuit" safety and inappropriateness/ feeling uncomfortable.

4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4 Notifying Social Care as soon as there is a significant concern.

4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority. We also keep a log of referrals to Social Services and any action taken. All SLT members are aware of this document.

September 2020 As a result of COVID staff have had some discussions around Trauma Informed Teaching.

5. Confidentiality

5.1 We recognise that all matters relating to child protection are confidential.

5.2 The Headteacher and DSP will disclose any information about a child to other members of staff on a need to know basis only.

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

5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Rotherham Safeguarding Board on this point.

6. Supporting Staff

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

6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSP and to seek further support as appropriate. Guidance has been given to staff about support from

Headspace

7. Allegations against staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

7.2 All Staff are aware of the school Behaviour Management policy/Code of Conduct.

7.3 Guidance about conduct and safe practice, including safe use of mobile phones and social media sites, by staff and volunteers is given at induction.

7.4 We understand that a pupil may make an allegation against a member of staff.

7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

(See "Confidential/High risk" folder in Head's room.)

7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.

7.8 The school will follow the Rotherham procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.

7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

8. Whistle-blowing

8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistle blowing Policy. (See Safeguarding board in staff room)

8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are available in the office. (See Mrs Gulliver, Clerk to Governors)

9. Physical Intervention

9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Any such handling should be in line 'Positive Handling' training wherever possible and be appropriate, proportionate and necessary. 24 staff attended Positive Handling Training during an INSET on 12th May 2017.

9.2 Such events should be recorded and signed by a witness if possible.

10. Anti-Bullying

Our school policy on anti-bullying is set out in a separate document. We recognise that and acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. This

includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

11. Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of all known racist incidents.

12. Prevention

12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The school community will therefore:

12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Include regular consultation with children e.g. through safety questionnaires, assemblies, participation in antibullying week, asking children to report whether they are happy. The School Council play a significant role in representing all our pupils on these issues. They meet regularly and issues are fed back to the SLT.

12.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. This is refreshed in weekly assemblies.

12.2.4 Include safeguarding across the curriculum, including RHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety and road safety training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

12.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies, social media sites and their associated risks. All staff will sign the Information Systems Code of conduct /E-safety policy/Acceptable use policy and those borrowing a laptop will also sign the Laptop user policy.

13. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. All EVOLVE forms are completed for each visit.

14. Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- learning walks and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents are kept
- Review of parental concerns and parent questionnaires

15. Signs and Symptoms of Abuse

These are lists of some of the signs and types of behaviour which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaving in such ways. There is a good deal of overlap between the signs and the symptoms of the different types of abuse, particularly between emotional and other types of abuse.

At present some of these signs / symptoms may be present due to COVID / lockdown.

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive

- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Deterioration in work
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries

Possible signs of emotional abuse

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour - obsessive rocking, thumb-sucking, and so on
- Air of detachment - 'don't care' attitude
- Social isolation - does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of sexual abuse

- Bruises, scratches, burns or bite marks on body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the child's age - shown, for example, in drawings, vocabulary, games, and so on
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Any concerns - LISTEN _ RECORD - pass CFC form to DSP

16. GDPR

Our policy on GDPR is set out separately, and acknowledges the importance we place on keeping data confidential.