

Safeguarding and Child Protection Policy

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Contents:

Part A

| | |
|---|--------|
| 1. Policy statement, principles and terminology | p3-5 |
| 2. Safeguarding legislation and guidance | p6 |
| 3. Roles and responsibilities | p7-8 |
| 4. Good practice guidelines for staff code of conduct | p8-10 |
| 5. Abuse of position of trust | p11 |
| 6. Children who may be particularly vulnerable | p11 |
| 7. Emotional Health and wellbeing | p12 |
| 8. Some current issues – includes Peer on Peer abuse | p12-16 |
| 9. Helping children to keep themselves safe | p16 |
| 10. Support for those involved in a child protection issue | p16 |
| 11. Complaints procedure | p17 |
| 12. If you have concerns about a colleague or safeguarding practice | p17 |
| 13. Allegations against staff | p18 |
| 14. Staff training and induction | p18 |
| 15. Safer recruitment | p19 |
| 16. Site security | p19 |

Shawlands Child Protection and Safeguarding Policy

| | |
|--|--------|
| 17. Extended school and off-site arrangements | p20 |
| 18. Photography and images | p20 |
| 19. Physical intervention and the use of force | p20 |
| 20. Intimate care | p20 |
| 21. Online Safety | p20-21 |
| 22. First Aid and supporting children at school with medical conditions | p21 |
| 23. Special circumstances (to be included as appropriate to your school) | p21 |

PART B CHILD PROTECTION PROCEDURES

Categories and definitions of abuse including grooming, Indicators, Impact, Taking action, Early intervention, Dealing with Disclosures, Notifying parents, Recording and monitoring, Referral to social care, Referral to police, Confidentiality and Information sharing, Local and National contacts.

p22-30

Designated Safeguarding Lead / Headteacher: Duncan Thompson

Deputy Designated Safeguarding Lead: Claire Athorn

Early Help Co-ordinator: Tracy Hill

Nominated Safeguarding Governor: Jordan Rossell.

PART A

1. Policy Statement and Principals

This policy is one of a series in the school's integrated safeguarding portfolios and approach.

Related safeguarding policies:

- Supporting students with a medical condition
- Student Behaviour
- Student Acceptable IT use
- Staff code of conduct.
- Staff Acceptable IT use
- Anti-Bullying
- SEND
- Online (e-)Safety
- Missing Children
- Health and Safety (including lone working)
- Physical intervention and the use of reasonable force
- First Aid
- Personal and intimate care
- Complaints procedure
- Appropriate physical contact
- Whistleblowing
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- PSHE

It should be considered alongside Health and Safety legislative requirements.

The school's safeguarding arrangements are inspected by Ofsted Inspecting Safeguarding in early years, education and skills settings.

Our core safeguarding principles are:

- The welfare of children and young people should always come first in every decision making process
- It is EVERYONE's responsibility to safeguard and promote the welfare of children and immediate action should be taken, following school's procedures, if a concern is raised
- Safer children make more successful learners
- Representatives of the school community will be involved in policy development and review
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.
- All safeguarding files are confidential and only shared with appropriate bodies.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

The procedures contained in this policy apply to all staff and governors and are consistent with those of the;

Barnsley Safeguarding Children Board and the Equality Act 2010

Research suggests that between 6-19% of school aged children will suffer severe maltreatment, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse, both inside (e.g. bullying or staff grooming behaviours) and outside the school and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help, or support others to do so, to prevent concerns from escalating.

Terminology

Child/Children include everyone under the age of 18.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also includes issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Children in need refers to a child who is unlikely to achieve or maintain a reasonable level of health or development without the provision of services, or a child who is disabled.

Early Help 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. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems. Schools may work with other agencies and professionals and in some cases provide the lead professional. Such cases are kept under constant review and may be referred to social care for assessment if required.

EHA –Early Help Assessment these offer a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however undertaking a CAF is not a pre-requisite for making a referral.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Parent refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

LADO – Local Authority Designated Officer a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Barnsley's children social care/Family services.

BSCB - Barnsley Safeguarding Children Board -strategically oversee and scrutinise safeguarding in the district.

DSL - Designated Safeguarding Lead.

DDSL – Deputy Designated Safeguarding Lead.

PSA – Parent Support Advisor.

2. Safeguarding Legislation and Guidance

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Counter Terrorism and Security Act 2015

Section 26 Applies to schools and other providers;
To have due regard to the need to prevent people being drawn into terrorism.

Statutory Guidance

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

Keeping Children Safe in Education (2020) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools

College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

All staff should read Part One and Appendix B of this guidance and sign to say that they have read and understood it. Staff can find a copy on the Safeguarding board in the staff room.

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3. Roles and Responsibilities

| Key personnel | |
|--|--|
| Designated Safeguarding Lead (DSL) | |
| Name: Duncan Thompson | |
| Telephone: 01226 287177 | |
| Email d.thompson@shawlandsprimaryschool.co.uk | |
| Deputy DSL | Deputy DSL |
| Name: Claire Athorn | Name: Tracy Hill |
| Telephone: 01226 287177 | Telephone: 01226 287177 |
| Email: c.athorn@shawlandsprimaryschool.co.uk | Email: t.hill@shawlandsprimaryschool.co.uk |
| Safeguarding Governor | |
| Name: Jordan Rossell | |
| Email: jordanrossell@btinternet.com | |
| Chair of Governors | |
| Name: Kath Kelly | |
| Email: kath.k59@gmail.com | |

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2020. This means that all staff must have an understanding of the process for making referrals to children's social care and of the role they might be expected to play in any statutory assessments especially for Section 17 and Section 47, which might follow any referral.

The school will ensure there is a member of the senior leadership team available in the DSL role and that appropriate cover is provided if they are unavailable which in some cases may mean the SLT member being contactable by phone. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated, however deputy leads will be trained to the same level.

DSL responsibilities:

Manage referrals

The designated safeguarding lead is expected to:

- Have complete and up-to-date understanding of the safeguarding picture in school.

- Work with the three safeguarding partners (the LA, a clinical commissioning group and the chief officer of police) to safeguard and promote the welfare of local children
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support any member of staff who makes referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Report any concerns or information around FGM.

Work with others

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

Undertake training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁰

- Are able to keep detailed, accurate, secure written records of concerns and referrals;

⁸⁰ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead will ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

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

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. In some circumstances this might mean being available by phone if both the DSL and DDSL are off-site at the same time.

The Deputy DSL(s) is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However the senior DSL holds lead responsibility.

If, in exceptional circumstances the event of the DSL and DDSL are unavailable, this must not delay appropriate action being taken.

The Governing Body ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account BSCB procedures.

- Has a nominated governor (usually the chair) who liaises with the Designated Officer/LADO in the event of an allegation being made against the head teacher.
- Has an effective safeguarding policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoints a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child's voice and that there are systems in place for feedback and pupils' views.
- **Appoints a designated Looked After Children (LAC) teacher** and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Headteacher, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB.
- Ensure appropriate **online filter and monitoring systems** are in place and ensure online safety is included in lessons.

The Headteacher:

- Ensures that the child protection policy and code of conduct are implemented and followed by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaises with the Designated Officer/LADO where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4. Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which include:

- Always speaking to the DSL or DDSL in case of concerns to help decide what to do next
- treating all pupils with respect
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- setting a good example by conducting ourselves appropriately, including online.
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring pupils.

- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils.
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when pupils are present.
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with pupils and use of social media and online networking
- avoiding unnecessary time alone with pupils and risk-manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with pupils.

5. Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Disciplinary action can be taken if professional standards are not upheld.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

6. Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs (SEND)
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting

- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home or has returned to their family home from care
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- Is frequently missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including female genital mutilation (FGM) and forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

SEND Pupils

We know disabled children are 3-4 times more likely to suffer abuse than those without disabilities and can be disproportionately impacted by bullying. Our staff are alert to this and do not ignore signs and indicators nor dismiss them as ‘part of the disability’.

Additionally, SEND pupils are more prone to peer group isolation which may leave them vulnerable to safeguarding issues, and also face additional risks online, for example from online bullying, grooming and radicalisation.

7. Emotional Health and Wellbeing

It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

We recognise the importance of emotional health and wellbeing for all our students and we support this through the work of our EHA and PSA, as well as a range of interventions by trained teaching assistants such as CBT.

The additional issues caused by Covid-19 have had a dramatic impact on the mental health and wellbeing of many young people and their parents and carers. Concerns about a child’s mental wellbeing should be reported in the same way as other safeguarding concerns, and treated following the same procedures as any other concern raised.

8. Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancy.

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. Parent information evenings are also organised to share the latest guidance and advice.

Peer on Peer, or Child on Child Abuse – sexting/cyberbullying/sexual assaults

All staff must be aware that children are capable of abusing their peers, and that safeguarding issues can manifest themselves as peer on peer abuse. Such incidents regardless of the genders of those involved must always be taken seriously and acted upon under the appropriate policy e.g. the safeguarding or bullying policy, and not dismissed as ‘banter’ or ‘part of growing up’. Victims as well as perpetrators will be supported through the school’s pastoral system. All incidents will be dealt with on a case-by-case basis, supported by social care and the police if required. Any hate crime/incident will be reported through local reporting mechanisms.

Following a report of such an incident, a risk assessment will be carried out by the safeguarding team and kept under review.

These issues will be part of PSHE lessons and discussions.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

School will follow the updated guidance;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In practice, this means that any concerns will be sensitively investigated by the DSL or DDSL, with parents of both any perpetrators and victims being informed. Follow-up actions will be proportionate and restorative, with an emphasis on helping all children involved being supported in order to move on positively.

Bullying

Is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child’s wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and bullying policies.

The school’s anti-bullying policy is available on the school website, and paper copies are available on request by parents.

If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures / fixed-term exclusions.

Any bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. Parents will be notified and restorative work done with the child involved to prevent repeated incidents.

Opportunities to teach Safeguarding:

Safeguarding, including online safety is part of the school's ongoing broad and balanced curriculum.

Relevant issues are taught at an age-appropriate level through Relationship education.

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

Children Missing Education CME

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual or criminal exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.

All pupils will be placed and removed from admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with local Barnsley procedures.

Child Sexual Exploitation CSE

CSE is a form of 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 wants or needs, 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.

This is a serious crime and is never the victim's fault even if there is some form of exchange.

The police team can be contacted for extra support and information, although this does not take the place of the usual reporting procedures.

Child Criminal Exploitation CCE

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity, this can include drug running, stealing etc. The child often believes they are in control of the situation. Violence, coercion and intimidation are common.

'County Lines' is a national issue involving the use of mobile phone 'lines' by groups to extend their drug dealing business into new locations outside of their home areas. This issue affects the majority of police forces and often includes the exploitation of vulnerable adults or children.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic Abuse

This does not have to include violence to be classed as abuse. With the new restrictions and social disruption caused by Covid-19, there is a heightened risk of domestic abuse taking place. It is important to ensure family members at risk do not have to follow any lock-down measures if they feel unsafe.

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience domestic abuse at some time in their lifetime. We will be mindful of the potential serious, long-lasting emotional and psychological effects this may have on children who have been exposed to it, and that our staff may themselves be victims.

Honour Based Abuse HBA – e.g. FGM/Forced Marriage.

Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report **known** cases on under 18's to the police. Reporting form is available on the wdscb website – education- templates.

Multi agency guidelines;

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence treats or coercion is used.

Multi agency guidelines;

<https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english>

Preventing Radicalisation

This is part of our wider safeguarding duty. We recognise that school plays a significant part in the prevention of this type of harm. We will include this through PSHE lessons and through our 'British Values' curriculum.

We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

The DSL will contact the local Prevent officer for advice and to report any concerns that have been raised.

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

All staff members and volunteers will remain alert for and if necessary follow the legal requirements of reporting any information suggesting a child is being privately fostered.

9. Helping Children to Keep Themselves Safe

Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, including sexting and bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

However all our pupils are aware that if they disclose that they are being harmed or that they have, or intend, to harm another child themselves that this cannot be kept secret and that information will need to be shared.

10. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

11. Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. It may also include behaviour which indicates that they may pose a risk of harm to children. Complaints are managed by senior staff, the Headteacher and governors. The complaints procedure is available on the school website, and paper copies are made available on request.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

12. If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report

all concerns about a colleague or the safeguarding practice within the school. The school's **whistleblowing policy** is available on the safeguarding board and on the school website, with paper copies available on request. This enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues must be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff should also report their concerns directly to the Designated Officer/LADO or the police if they believe direct reporting is necessary to secure action or to the NSPCC whistleblowing helpline – contact details are on display on the contacts poster which is on the Safeguarding board in the staffroom.

This also relates to staff members or volunteers working in school even if the alleged abuse took place in a different setting.

13. Allegations against staff

When an allegation is made against a member of staff, including volunteers, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Designated Officer/LADO will happen if staff have:**

- **Behaved in a way which has harmed, or may have harmed a child;**
- **Possibly committed a criminal offence against or related to a child or**
- **Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.**
- **Behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or Designated Officer/LADO or NSPCC Whistle blowing helpline if they believe direct reporting is necessary to secure action. Referrals must be made to the LADO within one working day.

If an allegation is made against a supply teacher, school will liaise with both the agency and LADO to find out the facts and determine a suitable outcome.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMHs (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2020)*. **Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is**

prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

14. Staff Training and Induction

It is important that all staff have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Headteacher, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.

The DSL will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by WDSCB and the Safeguarding Advisor.

Governors will receive strategic governor safeguarding information and training.

All training will be recorded and monitored to flag in advance when updates are required.

Part One of Keeping Children Safe in Education 2020 is available on the staff safeguarding notice board.

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details of the DSL, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct and the whistleblowing policy. **Staff will sign to say they have received this and understood.**

Supply staff and other visiting staff will be given the school's **Visitor Information Leaflet** with a brief summary of the above.

15. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2020) together with BSCB and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education 2020, including;

Robust shortlisting and interviewing processes

Verifying identity

Enhanced DBS (disclosure and barring service) with barred list check for those in regulated activity

Prohibition from teaching check – teacher services system – for all teaching posts

EEA restrictions.

Verification on mental and physical fitness

Right to work in UK

Professional qualifications.

School Governors will have enhanced DBS check

References will be sought before interview so any concerns can be explored.

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2020.

Training, supervision and support will be provided for all new staff in line with the Induction Policy.

We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked and ensure the correct person arrives in school.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

Contractors

We will check the identity of all contractors working on site and request evidence of checks where they work in regulated activity or unsupervised.

Visitors

Schools do not have the power to ask for DBS checks or see the certificate. If they work in regulated activity we will request identification when they visit and written evidence from their employer that all relevant checks have been carried out. The Headteacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

Supply staff and other visiting staff will be directed to the school's **Visitor Safeguarding Information Leaflet**.

16. Site security

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. All visitors will be shown the **Visitor Information Safeguarding Leaflet**. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

17. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and the DSL will be available – sometimes this may mean accessible by phone. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify that the school's procedures are to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

If alternative providers are used we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

18. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use pupil's full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use school equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

19. Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child, especially where the child has SEND, however there are circumstances when it is appropriate for staff to use reasonable force. This will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance and carried out by members of staff with up to date Team Teach training.

20. Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

21. Online Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school's **online safety policy** explains how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media; this includes an annual e-safety workshop for parents.

Acceptable IT use for staff and pupils will be enforced and parents are also informed of expectations.

<http://www.saferinternet.org.uk/>

22. First aid and managing medical conditions.

Staff will be trained appropriately in first aid.

Section 100 of the Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils at their school with medical conditions. Individual Health Care Plans may need to be drawn up and multi-agency communication will be essential. Staff will be appropriately trained by the relevant professionals where necessary.

School's Accident, Illness and Medicines in School Policy.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

23. Special Circumstances

Looked after Children (LAC) / Children subject to Private Fostering Arrangements.

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact.

The designated teacher for Looked After Children has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianships or child arrangement orders. The LAC teacher and the DSL have details of the child's social worker as well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan)

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

It is also recognised that previously looked after children potentially remain vulnerable, and all staff should have the skills, knowledge and understanding to keep such children safe. As they are a particularly vulnerable group, all relevant agencies must work together and take prompt action on any concerns raised.

Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home, for more than 28 days. Such arrangements may come to light during the normal course of interactions or learning activities.

Part B Child Protection Procedures

Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people,

by someone the child knows, such as a family member or member of school staff, or a stranger.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. For full definition see Sexual Offences Act 2003

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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of abuse such as exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or school staff. Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed or that what has happened is abuse

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, because they are ashamed or embarrassed, or their abuser has threatened them or they don't want the abuser to get into trouble. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. However children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- have bruises, burns, fractures or other injuries which do not have a plausible explanation.
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- regularly flinch to sudden but harmless actions e.g. raising a hand
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm incl. head banging, eating disorders
- frequently miss school or arrive late
- show signs of not wanting to go home
- challenge authority, have outbursts of anger
- display violence/sexualised behaviour towards animals, toys, peers
- regress to younger child behaviour
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Responses from parents that may cause concern;

- Unexpected delay in seeking treatment – medical, dental which is obviously needed
- Denial of any injury
- Explanations that differs from that of the child e.g. for bruising
- Claims of falls/fits etc. that never happen in school
- Unrealistic expectations or constant complaints about the child
- Alcohol /drug misuse
- Requesting removal of child
- Domestic abuse.

Disabled children; other signs to consider

- Force feeding
- Over medication
- Bruising if non mobile
- Poor toileting arrangements
- Lack of stimulation
- Unjustified use of restraint
- Rough handling
- Unwilling to learn child's means of communication
- Ill-fitting equipment
- Misappropriation of child's finances
- Invasive procedures
- Non consideration of child's dignity.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report and record their concerns as soon as possible – they do not need 'absolute proof' that the child is at risk before taking action.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking Action

It is the responsibility of all staff to report and record their concerns as soon as possible. This is equally true whether in school or working remotely in the event of a whole-school or partial closure. Additional measures in the event of remote working are found in Appendix 1.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

It is not schools' responsibility to investigate or decide whether a child has been abused.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- If an emergency take the action necessary to help the child, for example, call 999
- **REPORT your concern to the DSL or DDSL as soon as possible**
- **Complete an incident report on CPOMS which is immediately passed onto the DSL and safeguarding team. If unsure about how to do this, complete a cause for concern sheet**

from the safeguarding board and take immediately to the DSL or DDSL.

- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- Seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the disclosure advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Early intervention

If the concern is low level and does not require other agency involvement the DSL will initiate early intervention to;

- Engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student.
- At this meeting we will discuss the plan of next action should the situation not improve.
- We will record all contacts with the family, dates and times, including phone calls/letters.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

Dealing with disclosures

It takes a lot of courage for a child to disclose that they are being abused. There are many reasons why they may be blocked from telling including -they may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

Bear in mind that in some cases children may tell 'half a truth' to test out how information may be handled by the listener. Children can also withdraw disclosures later if they feel things have gotten out of their control. Effective communication and relationship building with children will help in these situations.

During their conversations with the pupils it is best practice for staff to:

- Allow pupils to speak freely
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort –‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing talking to me’
- Not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- Clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as whether it happens to siblings too, or what does the pupil’s mother think about it.
- Use questions such as Tell me what happened.....? Is there anything else you want to tell me?
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused. This will be case and age specific.
- Remember professional boundaries and not share personal experiences or information such as ‘that happened to me’
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Not pass judgement on the perpetrator
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- Write up their conversation as soon as possible on the record of concern form and hand it to the designated lead
- Seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

We will be alert if parents and students ‘stories’ differ in any way e.g. with regards to how an injury was caused and will ensure this is noted and passed on.

Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Cause for concerns recording form is available on the safeguarding board in the staffroom, although reporting directly onto CPOMS is encouraged.

Any concerns about a child will be recorded and given to the DSL as soon as possible. All records will provide a factual and evidence based account and there will be accurate recording of any actions.

At no time will a member of staff take photographic evidence of any injuries or marks to a child's person. The CPOMS body map will be used in accordance with recording guidance.

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

The safeguarding file

Since 2017, CPOMS has been used as a single safeguarding file, being an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issues etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSL's.

This file will only be accessible by appropriately trained DSL's and members of the main safeguarding team, who will use individual encoded keys to access records.

All incidents/episodes will be recorded e.g. phone calls to other agencies, on CPOMS with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether a CAF (level 3) should be undertaken, or whether a referral should be made to other agencies - Social Care Direct/Early Help Hubs in line with the Continuum of Need document (see link in appendix) and reflecting the Signs Of Safety approach.

In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.

Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

CPOMS records will be **reviewed regularly by the DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements.

The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated.

If the child moves to another school, the file will be securely sent to the DSL at the new establishment/school and a **written receipt will be obtained if paper files are transferred**. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Referral to Social Care Direct.

The DSL will make a referral to Social Care Direct if it is believed that a pupil is suffering or is at risk of suffering significant harm. Social care should inform the DSL of the outcome within one working day. If there is already a social worker assigned to this case, for safeguarding reasons, the social worker should be contacted.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

All members of staff should be aware of the process for referring to other agencies for example social care, and may do so in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

The DSL will fully participate in multi-agency work and meetings.

Reports for meetings will be shared with parents, unless there is good reason not to and reports will be sent to the appropriate meeting chair if the DSL cannot attend in person.

Referral to Police

Remember if a criminal offence has occurred to contact the police 101 or 999 as appropriate.

Confidentiality and information sharing

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

The Seven Golden Rules for Safeguarding Information Sharing (updated 2020)

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate)
- Seek advice. (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where agencies ring the school requesting information reception staff will take a message and inform the DSL immediately**, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher.

Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.

Designated Safeguarding Lead (DSL)

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Deputy DSL

Name: Claire Athorn

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Deputy DSL

Name: Tracy Hill

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Safeguarding Governor

Name: Jordan Rossell Email: jordanrossell@btinternet.com

Chair of Governors

Name: Kath Kelly Email: kath.k59@gmail .com

Police Protecting Vulnerable People Unit Tel: 101 if a non-emergency.

Children Missing from Education

Tel: (01226) 773545

Website: <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/barnsley-education-welfare-service>

Barnsley District Safeguarding Children Board (WDSCB) Procedures

Website: <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley>

Local Authority Designated Officer (LADO)

Name: Ruth Holmes

NPSCC Helpline: 0808 800 5000**APPENDIX 1: COVID19 Response.*****Supporting children not in school due to whole-school or partial closures:***

Shawlands Primary School are committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of weekly contact must be recorded. This will include either CPOMs (our school's online and secure safeguarding recording system) if the details are sensitive, or should be recorded on the Vulnerable Children Contact sheet for the Safeguarding team.

Should any information need to be shared to teaching staff this can then be cascading via the Safeguarding team.

Communication can include; remote contact, phone contact, door-step visits. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

We will share messages regarding safeguarding and vulnerability updates on our website and social media pages. We will also signpost support services to children and their families around a range of issues like home learning, mental health support and financial advice.

We recognise that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Therefore, teachers need to be mindful of this in setting expectations of pupils' work where they are at home.

In-School Measures:

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where the school has concerns about the impact of staff absence – such as our DSL or first aiders – we will discuss them immediately with the Local Authority. We will continue to work with and support children's

social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the School Designated Leads for Looked After Children (LAC).

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, school leaders or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

We will continue to complete and upload the requested attendance data to the DFE portal and to the Local Authority via Perspective Lite.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, school leaders will notify their social worker.

We aim to always have a trained DSL (or deputy) available on site, but where this is not possible a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site. This might include updating and managing access to CPOMS and liaising with the offsite DSL (or deputy) and, as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all leaders, staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern:

Where staff have a concern about a child, they should continue to follow the process outlined in the Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the DSL or deputy. This will ensure that the concern is received and relevant action taken. Staff are reminded of the need to report any concern immediately and without delay, whatever the circumstances.

Where staff are concerned about an adult working with children in the school, they should refer to the school's 'Staff Code of Conduct' and 'Whistleblowing' policies.

Concerns around the Headteacher should be directed to the Chair of Governors, Kath Kelly.

The Local Authority will continue to offer support in the process of managing allegations.

Online safety in school:

We will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school:

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police. Online teaching should follow the same principles as set out in the school's 'eSafety Policy' and other relevant policies and codes of conduct. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons/video conferencing, especially where webcams are involved:

- Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to gatekeep and check content and comments.
- 1:1 video conferencing is strictly prohibited – in no circumstances should staff make or take video calls with pupils. If video conferencing is to be used to support vulnerable pupils individually, 2 staff should be present at all times
- Suitable clothing should be worn by anyone in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where ever possible
- If live classes are used, any issues should be noted by the teacher and reported to SLT.
- Language must be professional and appropriate, including any family members in the background.

Support from the Local Authority:

The LA will provide support and guidance as appropriate to enable the DSL and/or school leaders to carry out their role effectively. This includes regular updates on guidance from central or local Government, access to supporting services and signposting new departments to support the COVID-19 response.

The LA will also provide regular cluster lead, group and/or individual supervision support. This may take the form of an online meeting or emailed documentation.