



Thurlstone Primary School

Safeguarding and Child Protection Policy - 2021

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Safeguarding and Child Protection Policy 2021

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Thurlstone Primary School and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work. This includes during the Covid-19 Pandemic where all safeguarding duties must continue to be fulfilled.

To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community:-

- Are aware of their responsibilities in relation to safeguarding children and child protection.
- Know the procedures that should be followed if they have a cause for concern.
- Know where to go to find additional information regarding safeguarding.
- Are aware of the key indicators relating to child abuse.
- Fully support the school's commitment to safeguarding children and child protection.

The School Child Protection Policy should also be read in conjunction with Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2021.

1 PRINCIPLES

- 1.1 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State at all times.
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond appropriately to child abuse concerns when they arise.
- 1.3 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically harmed.
- 1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.5 The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.
- 1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 1.7 In our school, if there are suspicions that a child's physical, mental, sexual or emotional well-being

is being, or is likely to be harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection Procedures issued by Barnsley Safeguarding Children Board (www.safeguardingchildrenbarnsley.com).

1.8 As a consequence, we

- Assert that teachers and other members of staff (including supply staff and volunteers) in the school are an integral part of the child safeguarding process.
- Accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing Body.
- Will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering physical or mental harm, and know how to report concerns or suspicions. This includes all staff being aware that children could be at risk of abuse or exploitation in situations outside their families including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- Will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies (Designated Safeguarding Lead).
- Assert (through the Designated Safeguarding Lead) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB).
- Will share our concerns with others who need to know, and assist in any referral process.
- Will teach our children about keeping safe within our broad and balanced curriculum.
- Ensure our partner organisations with whom we work are fully engaged, involved and included in safeguarding arrangements.
- Will ensure that all members of staff, supply staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, know they have a responsibility to refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- Will safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies.
- Will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Board and where appropriate, the Local Authority, and act on any guidance or advice given by them.
- Will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.

- Will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children following all LA and KCSIE 2021 guidance.
- Ensure all staff are aware that mental health problems can, in some case, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. As part of this we ensure staff are aware of how these experiences can have a lasting impact throughout childhood and adolescence

2 DESIGNATED SAFEGUARDING LEAD IN SCHOOL

2.1 The Designated Safeguarding Lead for Safeguarding and Child Protection in this school is:

The Headteacher - Charlotte Gibbins

2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Leads:

The Deputy Headteacher – Kate Brown and the SENDco – Donna Collins

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

2.4 The school recognises that:

- The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases
- The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The Designated Safeguarding Lead is the first person to whom members of staff report concerns.
- The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, unless the Designated Safeguarding Lead is also the Head Teacher.
- The Designated Safeguarding Lead will also ensure that the school is represented at Child

Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Board and discussed with families in advance of Conference.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Board.
- Where they have concerns that a request for service has not been dealt with in accordance with the Child Protection Procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Future Directions, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the Head Teacher (if the Head Teacher is not the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the Designated Governor for Safeguarding and Child Protection to ensure this takes place.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the procedures outlined on the Barnsley Children's Safeguarding Board website in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
[Contents \(proceduresonline.com\)](http://proceduresonline.com)
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for Child Protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records; both schools should retain a copy of the transfer form.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for Children Missing Education CME. The Local Authority should also be informed if a parent is considering Elective Home Education (EHE) so the relevant checks can be completed. Referrals regarding Elective Home Education (EHE) and Children Missing Education (CME) should be made to the Education Welfare Service.

2.5 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.

(Training is every two years.)

- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a Child Protection Case Conference and be able to attend and contribute to these when required, enhancing the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the Designated Safeguarding Lead immediately.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is Tracy Hodgson.

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.
- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
 - The school is carrying out its duties to safeguard the welfare of children at the school.
 - Hold a termly monitoring meeting with the Designated Safeguarding Lead with an agreed focus.
 - Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate.
 - Child Protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
 - The school follows the procedures agreed by Barnsley Safeguarding Children Board and any supplementary guidance issued by the Local Authority
 - All staff, volunteers etc. will be vetted to ensure that only persons suitable to work with children shall work in the school.
 - Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with BSCB 'Allegations against Staff' Procedures and BMBC Disciplinary Procedures and DfE Guidance 'Dealing with Allegations of Abuse' against teachers and other staff. Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012).
 - Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and

curriculum planning.

- Whilst considering the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

4 RECRUITMENT

4.1

In order to ensure that children are protected whilst in our schools, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" (<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education/safeguarding-children-and-safer-recruitment-in-education>) in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS check e.g., through birth certificate, passport, new style driving licence, etc...
- Disqualification by Association when applicable (guidance under Childcare Act 2018)
- Section 128 Prohibition / Sanction Information disclosures where applicable (Teachers, HLTA, Governors, SLT)

5 VOLUNTEERS

5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

5.2 'Working with Volunteers' policy is in place and WWV1 forms are used for all volunteers working within school.

6 INDUCTION & TRAINING

6.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, and other child protection concerns within the appropriate levels of confidentiality.

6.2 All new staff at the school (including volunteers) will receive child protection information ('What to Do If You Suspect a Child Is Being Abused') and a copy of the Safeguarding and Child Protection Policy on starting their work at the school.

6.3 All staff will be expected to attend training on safeguarding children and this will enable them to effectively fulfil their responsibilities, in respect of child protection. The school will provide access to this training and new staff will also as part of their induction, complete the on line safeguarding

training which can be accessed via www.safeguardingchildrenbarnsley.com unless in person training is planned eg: as part of a programme of induction for Early Career Teachers (ECTs).

- 6.4 All Staff will receive safeguarding updates at least annually, and the Designated Safeguarding Leads will access formal training every two years.
- 6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow.
- 6.6 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website if applicable.
- 6.7 For staff who are unable to access face to face Safeguarding Awareness training the school expects them to complete online training as above. All ECTs and students are expected to have completed safeguarding awareness training prior to commencing their employment.

7 DEALING WITH CONCERNS

- 7.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 7.2 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using CPOMS.
- 7.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.4 All causes for concern must be recorded on CPOMS which will alert the Designated Safeguarding Lead immediately.
- 7.5 The Designated Safeguarding Lead will decide on the appropriate actions and update CPOMS accordingly.
- 7.6 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.
- 7.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded on CPOMS.
- 7.10 The Designated Safeguarding Lead and other appropriate professionals will hold a half termly meeting to discuss and review all live and dormant records. The DSL will then be able to:
 - Monitor that the agreed actions have taken place
 - Assess the impact of the actions and the progress being made
 - Agree the next steps
 - Quality assure the written records
 - Collate a report for the Governing body outlining the level of child protection concerns and work being undertaken (as part of the Headteacher report to the Full Governing Body)

- Ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
- Ensure school is represented at Core Groups and Conference.

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

8 SAFEGUARDING IN SCHOOL

8.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in conjunction with the school's policies on:

- Personal, Social and Health Education and Relationships and Sex Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority.

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|--|---|
| • Safe recruitment | staff |
| • Code of conduct for staff | • E-safety (including learning from home) |
| • Confidentiality | • Whistle Blowing |
| • Behaviour and discipline | • Visitors policy |
| • Health & Safety | • Induction policy |
| • Physical Intervention - managing challenging behaviour | • Information sharing policy |
| • Allegations against members of | • Supervision Policy |
| | • Children Missing Education |

Prevent Duty

8.3 In today's modern world, children may be exposed to many radical and extremist views, both through the people they may meet and through a wide range of media.

8.4 Students at Thurlstone are privy to a host of avenues where radicalisation and extremism is discussed:

- Students have assemblies about tolerance and differing views and perspectives with examples from the real world. They are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.

- The PSHE curriculum (1Decision) covers aspects of radicalisation and extremism too with the oldest children in school, as well as the close links to bullying and rights.
- Ethics is taught implicitly throughout school and students learn about the rights and wrongs in society.

The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete the R & E Concern Form (see appendix) and forward immediately to the Headteacher.

The concern is logged and a timeline started. The Police and Social Services will be contacted.

Please see Radicalisation and Extremism Concern Form attached at Appendix 3.

Sexual Violence and Harassment between Children (Peer on Peer Abuse)

- 8.5 Sexual violence and sexual harassment can occur between two children of any gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Thurlstone Primary School has a zero tolerance approach to such abuse.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed to make a report.

We will consider the following:

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:

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

than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

8.6 Children who are Lesbian, Gay, Bi, Trans or Queer (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

8.7 When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes including up-skirting (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both sometimes referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

8.8 In today's modern world, children may be exposed to many radical and extremist

views, both through the people they may meet and through a wide range of media. It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. All staff should understand, that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Harmful sexual behaviours **can**, in some cases, progress on a continuum. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

- 8.9 The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain. The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum.

Such a programme is developed to be age and stage of development appropriate, and tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment

Discussions can lead to increased safeguarding disclosures. Children are made aware of the processes by which to raise their concerns or make a report. This includes processes when they have a concern about a friend or peer. All staff are aware of how to support children and how to manage a disclosure through annual training.

8.10 Where there has been a report of sexual harassment, this will always be logged and investigated by the DSL. The need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the school; and
- ongoing actions and support needed for all.

8.11 Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will be actively considering the risks posed to all their pupils and putting adequate measures in place to protect them and keep them safe.

Work with parents will be expected in situations related to peer on peer abuse in order to form a secure response involving all children receiving the support needed.

9 PHOTOGRAPHING CHILDREN

9.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

9.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

9.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

9.6 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil

9.7 The allowing of photographs and videos will be at the discretion of the Head Teacher.

10 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

10.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.

11 CONDUCT OF STAFF

11.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents
- Contacting children through private telephones (including texting), e-mail, or other social networking websites.
- Disclosing personal details inappropriately
- Meeting pupils and families outside school hours or school duties

11.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

11.4 An agreed code of conduct has been agreed and adopted by all adults working with children at Thurlstone Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

11.5 An agreed Whistle Blowing Policy in relation to safeguarding (appendix 1) to supplement the BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

11.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- To the school staff via concern boxes
- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- An open approach to discussing issues with staff

12 PHYSICAL CONTACT AND RESTRAINT

12.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy on managing challenging behaviour

12.2 Where applicable, staff should have undertaken Team Teach training and interventions should be in accordance with the Team Teach principles.

13 ALLEGATIONS AGAINST MEMBERS OF STAFF

13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Possibly committed an offence against or related to a child
- Behaved in a way that has harmed or may have harmed a child
- Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children then;

13.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

13.3 The Head Teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response.

13.4 The Head Teacher (or Chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

13.5 The Head Teacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.

14 BEFORE AND AFTER SCHOOL ACTIVITIES

14.1 Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

15 CONTRACTED SERVICES

15.1 Where the Governing Body contracts services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

16 PROVISION TO HELP PUPILS STAY SAFE

- 16.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive.

Through a more personalised PSHCE programme that specifically meets the needs of children at Thurlstone Primary school, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

17 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 17.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and child Protection will be a regular agenda item at Staff Team Meetings and at Governing Body Meetings.
- 17.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 17.3 The Designated Governor for Safeguarding will monitor one aspect of the school's child protection work termly and report back to the full governing body.
- 17.4 The Head Teacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The Head Teacher will also complete the Annual Head Teacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.
- 17.5 Parents will be consulted via the annual parent questionnaire and pupils via the safeguarding talks undertaken by the safeguarding governor at least once each year.

18 PARENTS AND CARERS

- 18.1 Parents and carers will be informed that they can have a paper copy of the Safeguarding Policy on request.
- 18.2 The policy will also be available on the school website.
- 18.3 Schools should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

Uncollected Children

We aim to: -

- Keep accurate and up to date information which can be used in the event of an emergency

- Keep children safe in the event that a parent is unable to collect a child
- Provide clear procedures to be followed in the event of a parent/carer failing to collect a child at the agreed time

We expect parents to: -

- Wherever possible, inform the school if they are not be able to collect their child at the agreed time and arrange for someone else to collect your child
- Think carefully about the people they choose as their emergency contacts on our school forms as well as their availability to be contacted in case of an emergency.
- Inform the school if details or emergency contact telephone numbers listed on our admission or collection forms should change

What we will do: -

- Keep a child occupied and reassured while they are waiting to be collected
- We will try and contact parents and emergency contacts to make arrangements for the child's collection
- Follow one of the procedures below depending on the time of the day

Procedure to be followed in the event of a child not being collected at the end of the school day (3.30pm)

- The member of staff will contact parents over the telephone. If there is no answer, a message will be left and then the emergency contacts will be telephoned.
- If the emergency contacts are unavailable and parents/carers do not make contact within 2 hours, Social Care will be telephoned for help and advice and to report that the child has not been collected. If the family is working with a Social Worker and this is known this will mean contacting the Social Worker directly. If the family is not working with a Social Worker this would mean contacting the Child Assessment Team
- Staff will record the name of the contact with Social Care, the date and time of the call and the advice given on CPOMS
- Upon advice from Social Care, the police may then be contacted by the member of staff

Appendix 1

Safeguarding Children: Whistle Blowing – What to do if you suspect a child is being abused

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour in order to:

- prevent the problem worsening or widening
- protect or reduce risks to others
- prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why

- Approach the Head Teacher
- If your concern is about your immediate manager/Head Teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors or the Local Authority Designated Officer (LADO)
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(Reproduced with acknowledgement to "Sounding the Alarm" – Barnardo's)

Appendix 2: Definitions and Some Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	Bruising in unusual areas
Changing explanation of injuries with parent or carer	Not wanting to go home

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores

Hunger – complaining of	Urine smells
Unkempt hair	No parental interest
Not wanting to communicate	Behaviour problems
Attention seeking	Lack of respect
Often in trouble – police	Bullying
Use of bad language	Always out at all hours
Lack of confidence – low self-esteem	Stealing
Jealousy	Significantly underweight

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks near genital area knowledge	Drawing – inappropriate
Relationships with other adults or children for example, being forward	

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy
Afraid of authoritative figures	Treating others as you have been treated

Picking up points through conversation with children.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines (see below), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should

be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

Appendix 3: County Lines

What is county lines exploitation?

County lines is a major issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities

Appendix 4: Contextual Safeguarding

What is Contextual Safeguarding?

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

This Contextual Assessment guidance toolkit has been developed by The University of Bedfordshire with Hackney Children and Families Services to support practitioners to consider how to assess and develop responses to risk in schools. The toolkit is designed to support practitioners to carry out a contextual assessment within a secondary school context.

Schools have been identified as sites in which young people can experience and/or be safeguarded from abuse and violence. From experiences of sexual harassment and sexual violence through to physical assaults, relationship-based abuse, bullying and grooming into exploitative networks, young people have told practitioners, researchers and journalists about risks they have faced in educational settings.

As such it is critical that when young people experience abuse and violence and this is in some way associated to their school environment or school relationships – that the school itself features within the process of assessment and intervention. If we want to address the factors that cause abuse, or provide an opportunity for abuse to occur, then these factors needs to be identified explored and addressed – and school assessments is one way to achieve this.

Charlotte Gibbins – Head Teacher

T. Hodgson – Chair of Governors

September 2021