

# East Tilbury Primary School



## Safeguarding Policy

Agreed Date: October 2021

Review Date: October 2022

Signed: \_\_\_\_\_  
Nominated Governor

Signed: \_\_\_\_\_  
Chair of Governors

Signed: \_\_\_\_\_  
Executive Headteacher

Signed: \_\_\_\_\_  
Head of School

Senior Designated Safeguarding Lead:  
Mrs Bates (Head of School)

Deputy Designated Safeguarding Lead:  
Mrs Dawson

Designated Safeguarding Leads:  
Mr Gowland, Mr Bennett, Dr Emmanuel, Mrs Mylam, Mrs Jarvis

EYFS Designated Safeguarding Lead: Mrs Stevens

Nominated School Governor: Mr Austin

Thurrock Education Lead Officer for Safeguarding: Ruth Maddocks/Sharon Owen: [LADO@thurrock.gcsx.gov.uk](mailto:LADO@thurrock.gcsx.gov.uk)

Referral to Social Care Services

Where a school have URGENT and IMMEDIATE concerns for the safety and welfare of a child during office hours, telephone MASH on 01375 652802

To make URGENT referrals OUT OF HOURS telephone 01375 372468

### **East Tilbury Primary School Safeguarding Children Statement**

*The whole-school safeguarding policy for the East Tilbury Primary School aims to provide clear direction to staff and other stakeholders about expected codes of behaviour in dealing with child protection issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that child protection concerns, and referrals are handled sensitively, professionally and in ways that support the needs of the child.*

*The school policy for Safeguarding was developed and agreed by the senior staff and has the full agreement of the Local Governing Body. This policy should be read in conjunction with Osborne Trust Co-operative Trust Safeguarding Statement that all Trust Schools consider in their policy.*

### **Documents considered when reviewing this policy**

Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

## Keeping Children Safe in Education

1 September 2021

*Updated document 'Keeping Children Safe in Education: for schools and colleges'.*

### **Summary of key Changes some of the keys changes include:**

*The main changes within the KCSIE document have been the focus on child-on-child abuse, what that constitutes, and what schools should be doing in terms of policy. There is also a greater focus on the victims of abuse, and the fact that policies and procedures should be there to protect them. As well as this, the widening of the scope of this document, to include colleges and further education providers, means that the role of safeguarding all children is shown to be a focus of the government.*

For East Tilbury Primary School, this has the following impact:

### **Key changes in part 1: Safeguarding Information for all Staff**

*There have been changes made to Part One in several key areas.*

- **In-house policy:** *all staff must be aware of the procedure and policy regarding child-on-child abuse.*
- **Dealing with victims:** *any victim of abuse is to be reassured they are being taken seriously, and that they are supported within the institution and that they are heard, not shamed in any way, or made to feel that their reporting any abuse is 'a problem'.*
- **Safety online:** *in light of the UK Council for Internet Safety's 2020 report, there has been an addition about the sharing of nude, and semi-nude, images and videos.*
- **Exploitation of the child:** *members of staff will be supported in recognising the criminal and sexual exploitation of the child, and it will be recognised that exploitation doesn't always have to be a long-term occurrence, that once is still sexual exploitation, and is sexual abuse. It will be recognised that it can look different based on the gender of the child, and that their vulnerability may not always be apparent to an adult observer, remembering that all children and young people under the age of 18 can experience sexual exploitation.*
- **Mental health:** *resources have been signposted within the KCSIE document to help staff in supporting children with their mental health.*
- **Child-on-child abuse:** *there is an expanded section on child-on-child abuse. There is also an emphasis that 'banter' and 'boys will be boys' should not be used to dismiss certain behaviours, as this creates an unsafe environment. Staff are encouraged to report any concerns to their Designated Safeguarding Lead, as just because there are no reported cases of this within the school, doesn't mean it is not occurring.*
- **Serious violence:** *risk factors that may make serious violence more likely have been added:*
  - *Being male*
  - *Absences and exclusion*
  - *Being a victim of abuse*
  - *Involvement in crime*
- **Social care assessments:** *these should give a greater context of a child's situation outside their home.*

- **Record-keeping:** child protection records should include:
  - A clear and complete summation of the concern
  - Information of how the concern was followed up and dealt with
  - A record of all actions, decisions and the result.

## **Part 2: The Management of Safeguarding**

- There is a “whole school approach to safeguarding”, which will be at the heart of all policies within the school. It must also be remembered that the child – and their wishes and feelings – is to be considered when thinking about an action; with the emphasis on the child or young person feeling safe and heard running throughout the policy, as all systems should “operate with the best interests of the child at heart”. All reporting systems should be clear, easily accessible, and well promoted, with both staff and the children in the school.
- Policies and systems will make clear that there is a zero-tolerance approach towards abuse of any kind, and a reminder that just because there may not be a reported case, it doesn’t mean that complacency or dismissal can be tolerated. There is a clear statement that child-on-child abuse is a part of this zero-tolerance approach.
- Within Part Two, there is information on information sharing, clarifying what power a school has to share, hold and use information to better enable promotion of children’s welfare, as well as how to better deal with abuse and neglect.
- There is also information looking at safeguarding training and education. The importance of training for school staff has been highlighted, as well as its place within the whole school approach to safeguarding. The requirement has also been added that children and young people need to be taught about safeguarding, in particular online safety. On page 32 (section 121), of the Keeping Children Safe in Education document, there are links to resources to help teachers with this.
- **Online safety:** has been added to, in light of home learning due to Covid-19. There is a whole school approach to online safety, with specific mention within the policy to the use of mobiles and smart technology (such as smart watches). Within this policy, there is specific mention of how incidents of child-on-child sexual harassment via mobile or smart technology will be dealt with (this has been added to in light of the 2021 Review of Sexual Abuse in Schools and Colleges that found:

**... nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers...**

There will also be clarification of what filters and systems are in place to protect pupils from online risks; the policy for this is reviewed every year. (Guidance from the DfE on online sexual harassment.)

When it comes to use of school property or premises for non-school activities (such as clubs and renting of school sites), there is now a requirement for the governors and/or proprietors to make sure that there are fit for purpose safeguarding arrangements in place – even if it is an outside agency (such as a youth club), it is the responsibility of the school or college to make sure that their safeguarding policies and procedures are good enough.

For alternative provision (more in-depth [DfE guidance](#)), and elective home education, there is an emphasis on the school, local authorities and other key professionals to communicate and coordinate with parents and carers to ensure that the child is kept safe. This is particularly important for those with SEND.

There are also recommendations on mental health. There is a recommendation to appoint a Mental Health Lead to better support those children with needs of this type; however, there is no requirement to do so. If a school does choose to appoint as such, then the Mental Health Lead should be supported by the Designated Safeguarding Lead, SENCO and senior leadership.

### **Part 3: Safer Recruitment**

- The section on recruitment is now a lot clearer in the step-by-step guide to recruitment, as well as having a new section in regard to ongoing safeguarding, and the legal responsibility that employers have to report concerns about an individual.

### **Part 4: Allegations of Abuse made against Teachers, and other staff including supply Teachers and Volunteers**

This section has now been divided into two sections in response to feedback.

**1. Section One** – Allegations that may meet the harms threshold: this section has not changed in any meaningful way.

**2. Section Two** – Concerns that do not meet the harm threshold: this section discusses low level concerns. This is any action that shows the adult has exhibited behaviour that is inconsistent with the code of conduct, either in or outside of work, but does not meet the threshold to be passed on to the local authority designated officer.

Any such concerns must be reported to the Designated Safeguarding Lead, unless the concern is about the **Designated Safeguarding Lead**. In this instance, it should be reported to the Head Teacher/Head of School or Principal. It is the duty of school management to create an environment where staff feel safe to do so. The Designated Safeguarding Lead must ensure that all reports are recorded clearly with the facts of what the concern was, how it became a concern, and the actions taken. **Examples of behaviours that might fall into this category are:**

- a. being over friendly with children
  - b. having favourites
  - c. taking photos of children on their mobile phone
  - d. engaging with a child one-to-one in a secluded area or behind a closed door
  - e. using inappropriate sexualised, intimidating or offensive language
- (taken from the [NSPCC's report](#))

### **Part 5: Child on Child Sexual Violence and Sexual Harassment**

It has been newly highlighted within this section that children may not always be forthcoming about experiencing abuse. This may be, as the 2021 Review of Sexual Abuse in Schools and Colleges found, that it was considered normal among children, because:

**92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.**

*It is therefore the responsibility of staff to not only recognise the symptoms and warning signs of abuse (including what may be considered 'hearsay' such as conversations and gossip by other students), and report to the Designated Safeguarding Lead, but there is extra information on the importance of clear record-keeping in this regard in order to spot patterns of abuse.*

*The importance of the Designated Safeguarding Lead having good record-keeping is brought up again within the new section on malicious or false reporting, but also to consider the reasons behind this potential behaviour. There is also more information (as well as links to resources) on how to support a victim: there may be more complex needs as a result of their assault, including mental health, sexual health and physical health needs.*

## **Annex A: Further Information**

### **Annex A:**

*As mentioned above, this is the new condensed version of Part One*

### **Annex B**

*The previous Annex A. There is some added information on exploitation, modern slavery, county lines, preventing radicalisation, child abduction, cybercrime, and child-on-child abuse. There is also some updated information on Domestic Violence, due to the Domestic Abuse Act 2021 stating that the children within a home where there is domestic violence, are themselves victims of domestic violence, by witnessing or hearing domestic violence on another, whether that be physical, sexual, emotional, financial or coercive.*

### **Annex C**

*Within this, there is a greater definition of the Designated Safeguarding Lead in terms of their professional and supportive relationships within the wider school or college community. It also has further information about the storing of information on children, both when in the school or college, and when they leave. This is now explicitly part of the Designated Safeguarding Lead's role, as is understanding the importance of information sharing, as well as the legislation around that. There is also a section that impresses the importance for the Designated Safeguarding Lead in relation to listening, making disclosure an easier process for children.*

### **Annex D**

*This was about online safety previously, which has now been included in the main document, and as such this is a source of support resources.*

We will ensure that all staff read at least Part one of DfE guidance "Keeping Children Safe in Education" and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

## **Working together to safeguard children**

1 August 2018

Counter – Terrorism and Security act (HMG 2015)

Serious Crime Act 2015 (Home Office 2015)

Female Genital Mutilation Act 2003 (Serious Crime Act 2015)  
Children's Act 2004

### Information sharing advice for safeguarding practitioners

4 July 2018

Replaced document 'Information sharing: advice for practitioners providing safeguarding services' with updated 2018 version.

### Sexual violence and sexual harassment between children in schools and colleges

September 2021

What to do if you are Worried a Child is Being Abused - Advice for Practitioners.

-DFE - 'Sexual Violence and Sexual harassment Between Children in Schools and Colleges' September 2021

*"Education staff have a crucial role to play in helping identify welfare concerns and indications of possible abuse or neglect at an early stage."*

Working Together 2006

*"Schools have a duty to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of the children who are its pupils."*

Education Act 2002 Section 175

*"Children become the victims or beneficiaries of adult actions"*

Hugh Cunningham 2006

### Safeguarding and Promoting Welfare

"Safeguarding" is an umbrella term encompassing the whole wellbeing of a child and recognises the importance of the preventative agenda. Child Protection is an important component of "safeguarding"

#### Definition

All adults working in education have a duty to safeguard and promote the welfare of children which is defined in the **Stay Safe Action Plan DCSF 2008** as:-

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

**This definition covers the full spectrum of safeguarding:**

- Universal safeguarding – Working to keep all children and young people safe and create safe environments for all children
- Targeted safeguarding – Some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm i.e. children with additional needs or children in need
- Responsive safeguarding – Unfortunately, no matter what we do, there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens – supporting children and dealing with those who harm them i.e. children in need of protection

(Reference Stay Safe Action Plan DCSF 2008)

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Thurrock Local Safeguarding Children Board (LSCB) <http://www.shapingthurrock.org.uk/safeguard/>

## Introduction

East Tilbury Primary School fully recognises the contribution they can make to protect the children and support the pupils in their care. There are three main elements to East Tilbury Primary School safeguarding policy:

1. **prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models)
2. **protection** (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
3. **support** (to pupils and school staff and to children who may have been abused). This policy applies to all employees of East Tilbury Primary School

### We therefore strive to:

- Ensure we practice safer recruitment in compliance with the "Safeguarding Children and Safer Recruitment in Education" (DCSF/04217/2006)
- Raise awareness of safeguarding issues and equip children with the skills needed to keep them safe
- Implement procedures for identifying and reporting cases, or suspected cases, of abuse
- Support children who have been abused
- Establish a safe environment in which children can learn and develop
- Ensure that all staff receive appropriate safeguarding training

We are aware that because of the day-to-day contact with the children, school staff are well placed to observe the outward signs of harm. We, therefore, work hard to:-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to

- Ensure children know that there are adults in the school whom they can approach if they are worried

### **Significant harm**

It is the Local Authority's duty to investigate (S47 of the Children Act 1989). Where a Local Authority is informed that a child who is living, or is found, in their area is either subject to an emergency protection order, police protection or they have reasonable cause to suspect suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Services Social Care Department undertake this responsibility on behalf of the Authority once a referral has been made. Harm means ill treatment or the impairment of health or development; development means physical, intellectual, emotional, social or behaviour development. Health means physical or mental health. Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

**Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person (Adoption and Children Act 2002)

'Significance could exist in the seriousness of the harm or the implication of it. This will be a finding of fact for courts. The court will have to establish which standard of health and development would be reasonable to expect for a child with similar attributes, assess the shortfall against the standard and decide whether the difference represents significant harm.'

*(Children Act guidelines and Regulation)*

### **Abuse of positions of trust**

This part of the Act extends existing legislation which applies to people who work with children in places like schools, youth services, care homes, the health service and the criminal justice system. Under these laws, young people under 18 (and also people with learning disabilities or mental disorders) are protected from abuse by people in positions of trust.

### **Children with Special Educational Needs & Disabilities**

Children with SEND can face additional safeguarding challenges, our school and the LGB recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of 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
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

To ensure these additional safeguarding challenges are considered the school has a large Pastoral Team, a Nurture Team and Behaviour support team to identify these signs early and take the necessary action. There is a team of DSLs in the school as well as an EYFS DSL in place.

### **Peer on peer abuse/child on child**

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

There is an expanded section on child-on-child abuse in the updated KCSIE 2021

With an emphasis that 'banter' and 'boys will be boys' should not be used to dismiss certain behaviours, as this creates an unsafe environment. Staff are encouraged to report any concerns to their Designated Safeguarding Lead, as just because there are no reported cases of this within the school, doesn't mean it is not occurring.

### **Parent/Carer Involvement**

Parents/Carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Safeguarding Children Procedures and inform the Children's Services Social Care department or the Police Public Protection Unit of their concern.

### **Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs and disability they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parent/Carers should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). The school will carry out home visits to establish the welfare of the child and family.

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

## **The Sexual Offences Act 2003**

(For further information, visit: [www.homeoffice.gov.uk/crime/sexualoffences/legislation/act.html](http://www.homeoffice.gov.uk/crime/sexualoffences/legislation/act.html))

The Sexual Offences Act sets out a clear new legal framework to protect children of all ages from sexual abuse. It contains a whole series of new and updated offences, with tough sentences, alongside closer monitoring of sex offenders. The Act sets clear limits and boundaries about behaviour with children and reflects what we know today about the patterns and impact of sexual abuse in childhood. It is designed to meet the 21st century challenges of protecting children and applies to issues such as Internet pornography and 'grooming' children for abuse. It also sets out new and updated laws on the sexual exploitation of children through prostitution and pornography. Acknowledging that children are also at risk from people in positions of trust, and within families, it provides new legislation against abuse by people who work with children and updates the laws on sexual abuse within families. All of these measures are designed to provide a clear and effective set of laws – setting strong standards to deter and punish abusers, giving the police and the courts the up-to-date offences, they need to do their job, and ensuring that children have the strongest possible protection under the law.

### **Protecting under 13s**

The Sexual Offences Act sets out important new laws to give children under 13 the extra protection they need from sexual abuse and set the maximum penalties for abusers. These laws apply to children who have not yet reached their 13th birthday – i.e. those who are aged 12 and under. The law now makes it clear that sexual activity with a child under 13 is never acceptable, and that – regardless of the circumstances – children of this age can never legally give their consent. All penetrative sex (including penetration of the mouth) of a child under 13 will be automatically classified as rape, with a maximum penalty of life in prison. Other offences include assault by penetration (with an object or part of the body), sexual assault (any kind of sexual touching), and causing or inciting a child to engage in sexual activity (this could include making a child strip or promising them rewards for sexual behaviour). When any of these offences involve under 13s, they can be charged as specific crimes, with tougher sentences. Assault by penetration has a maximum penalty of life in prison; sexual assault and causing or inciting a child under 13 to engage in sexual activity both have maximum penalties of 14 years in prison.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child Sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate

## **PREVENT**

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been an aim of East Tilbury Primary School and continues to be so. Extremism in all its forms has no place at East Tilbury Primary School, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment. All of our teaching staff will receive annual training.

## **Radicalisation**

One of the risks that children can be affected by today is exposure to or involvement with groups or individuals who condone violence as a means to a political end. Violent extremist causes range from animal rights to far right to international terrorist organisations. East Tilbury Primary School recognises we have a responsibility to protect our children from extremist views as they can be drawn in to violence themselves or they can be exposed to messages within the family and community. This can put a child at risk of being drawn in to criminal activity and has the potential to cause significant harm.

Information is provided to staff as part of our annual safeguarding training programme to allow staff to identify possible changes in children's behaviour that may suggest the child has become influenced by extremist ideology. This may include changing their style of dress, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the child may have recently joined a gang in the local community. All concerns should be reported to the Designated Safeguarding Person who will contact Children's Social Care to seek further advice and guidance.

The school curriculum reinforces fundamental British values such as freedom of speech, democracy and equal rights, as do the Cooperative values which the school has adopted. It ensures that our children are not exposed to or influenced by intolerant or extremist views and equips them with appropriate skills, knowledge, understanding and awareness as part of our whole school SMSC programme.

Annual safeguarding training reinforces the message that staff should never attempt impose their political or religious views and beliefs on students under any circumstances.

Prior to commencing employment, checks will be made for teaching staff to ensure they are not prohibited from teaching. As part of the induction process all staff will undertake online child protection training.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### **Indications that FGM may be about to take place:**

- Girls of school age are taken abroad at the start of the school holidays.
- A female family elder is around - particularly when visiting from a country of origin.
- A staff member may hear a reference to FGM in conversation amongst peers.
- A girl may confide that she is to have "a special procedure" or to attend a special ceremony to become a woman.
- A girl may request help from an adult if she is aware or suspects that she is at risk.
- Parent/Carers say that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country or origin or another country where the practice of prevalent.

Girls at risk of harm through FGM pose specific challenges because the families involved may give no other cause for concern. However, it is important to remember that FGM is an illegal act and is regarded as a form of abuse. If there are concerns that the girl is at risk, then normal safe-guarding procedures must be followed. These are detailed within this safeguarding policy. The Designated Safeguarding Person has a responsibility to report this to the appropriate agencies.

### **Leadership and Management**

East Tilbury Primary School acknowledges that anxiety undermines good practice and has identified clear lines of accountability to ensure that staff dealing with child welfare concerns are supported and have access to appropriate training and advice. At the School, any individual can contact the following if they have concerns about a young person;-

**Lead Designated Person is Mrs Bates (Head of School); Mrs Dawson DHT will deputise in her absence.**

Further Designated Leads: Mr Gowland, Dr Emmanuel, Mr Bennett, Mrs Jarvis, Mrs Mylam, and Mrs Stevens - EYFS Designated Lead:

The Safeguarding Governor is Mr C Austin

## **The Local Governing Body**

The Local Governing Body, acting on behalf of the Trust, has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

In particular the Local Governing Body must ensure:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a DSP who is a senior member of school leadership team
- Relevant child protection training for school staff is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged

## **Training**

*"Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them". Lord Laming 2009*

**All frontline staff in Education should be aware of the signs and symptoms of abuse and know how to respond appropriately to these concerns. Everyone has a duty to make a brief, accurate record of the concerns and to discuss these without delay with the safeguarding lead.**

All staff need to attend safeguarding training accredited by the local Safeguarding Child Board every 3 years. The training used is provided by the NSPCC, the school run this annually.

The safeguarding leads need updating every 2 years and must attend additional multiagency training in order to ensure that the school works effectively with partner agencies to safeguard children.

## **Listening to and responding to children**

### **“Every child should be listened to, no matter how difficult they are to talk to” Laming Report 2009**

This school acknowledges that empowering young people to talk to adults that they trust and ensuring that these individuals respond appropriately is the most effective way of keeping children safe from abuse. This school has developed strategies to ensure that its pupils have a range of adults with whom to share their concerns including Circle Time, worry boxes and named staff for vulnerable children and a fulltime pastoral team.

#### **When to be concerned:**

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 3 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of ‘boundaries’, lack stranger awareness
- Appear wary of adults and display ‘frozen watchfulness’

#### **Dealing with a Disclosure**

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Enter the concern onto CPOMs immediately, this will alert the whole team of DSLs.

- The member of the DSL team that is dealing with the concern raised will speak to the member of staff to assure them it is being dealt with
- If you are a visitor to the school, you should make a written record (see Record Keeping appendix 2)
- If you are a visitor, you should pass the above written record to the Designated Senior Person without delay
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

## **Support**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for themselves and discuss this with the Designated Safeguarding Lead. The Osborne Trust has purchased the Education Support Partnership, which offers advice and support along with counselling to all staff should they feel this is required, they are contactable 24 hours a day, seven days a week on 08000 562561.

## **Record keeping procedure**

From January 2019, all safeguarding concerns and actions are retained on CPOMs; all cases open before this time are kept as paper records stored securely in the Safeguarding Office. From January 2019, ALL concerns and actions will not be stored as paper records, they will only be on CPOMS. DSLs will ensure they always check the paper records when dealing with a concern raised to ensure they have a full background picture of all cases. In all previous open cases it is recorded on CPOMS that previous paper records exist, and these must be referred to. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children in our school, the status of such records and when these records should be shared with other agencies. Where there are concerns about the safety of a child the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable being placed at risk of harm. Similarly, human rights concerns such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Where a child transfers from our school to another school or educational setting and the pupil's new allocated school request child protection records, the information will be sent either as a full paper report or, if the new school or setting has the CPOMS system, will be requested through CPOMS and sent directly to the new school system. Where paper records are sent, these will be forwarded to the new educational setting marked confidential and for the attention of the receiving schools Designated Safeguarding Lead, these will be hand delivered to our Trust Schools or sent recorded delivery. We will obtain written confirmation that the child protection paperwork has been received by the new school and then all child protection records will be destroyed.

*'Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.'*

### **What to do if you're worried a child is being abused 2015"**

- Any member of staff who has concerns about the welfare of a child must share this information , without delay with one of the Designated Safeguarding Leads
- Staff must make a brief accurate record of these concerns using the CPOMs system, completing the whole form including the body map, where appropriate.
- All visitors should use the agreed proforma (Pink Forms), recording any allegations that the child makes in the child's own words if possible. A body map should be used to identify where any marks are present on the child. The documents should be dated, signed and will include the action taken.
- The paper records are stored securely in the Safeguarding office and the information shared with staff only on a "need to know basis". CPOMs is accessible to all staff from all devices in school.
- The child protection record must be transferred to the Designated Safeguarding Lead of the admitting school should the child change schools.

### **Confidentiality**

- We recognise that all matters relating to child protection are confidential
- The Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot make a promise to a child to keep secrets

### **Referral**

Following a concern or disclosure, it is the responsibility of the designated safeguarding lead to assess all information available to the school about a child and refer to the Local Authority Multi Agency Safeguarding Hub (known as MASH). Following a discussion with a designated worker, a Common Assessment Framework (CAF) referral must be completed (see Appendix 2) and sent immediately to the MASH team via AVCO (secure data transfer).

Once MASH receive the information a decision is made by the MASH team and the school notified as quickly as possible. To ensure that the child is safeguarded.

**MASH enquiry** – when the team make enquiries about the family and their history.

**CFAT** (Child and Family Assessment team) – Involvement when there are concerns from the MASH enquiry and the team feel that the family need further intervention.

**Family Support Teams** - When a decision has been made following a conference or professional meeting to place the family on either a Child in Need plan or a Child Protection plan.

**PASS** (Prevention and Support Services) support for families from extended services to support a range of needs from parenting to counselling.

All action is taken in line with the following guidance:

- a) Thurrock Local Safeguarding Children Board (LSCB) Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures, a copy of which is available in the office and published on <http://www.shapingthurrock.org.uk/safeguard/>
- b) "Safeguarding Children and Safer Recruitment in Education" (DCSF 04217-2006BKT-EN) <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/>
- c) "What To Do If You're Worried A Child Is Being Abused" (published by Department of Health, DfES, Department of Culture Media and Sports, Home Office, Office of Deputy Prime Minister and the Lord Chancellors Department) - see Information for Professionals / National Guidance and Legislation on <http://www.shapingthurrock.org.uk/safeguard/>
- d) Working Together to Safeguard Children (2006, Department of Health) - see Information for Professionals / National Guidance and Legislation on <http://www.shapingthurrock.org.uk/safeguard/>
- e) Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Attendance at Child Protection Conferences & Core Groups**

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. The agreed proforma must be used for the meeting, these forms are shared with all DSLs in school through the one-drive, once completed they must be uploaded to CPOMs. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference.

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Designated Child Protection Coordinator's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group, then the Designated Safeguarding Lead should ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker **immediately** and then record that they have done so, and the actions agreed. (*Refer to the SET procedures chapters 8 for conferences and chapter 9.4 for child protection plans*)

### **Allegations Involving School Staff/Volunteers**

Whenever it is alleged that a member of staff/volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

The person receiving the allegation must take it seriously and immediately inform the Head of School.

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head of School.

They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. Using the proforma (appendix 1). This record should be signed and dated and immediately passed on to the Head of School.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME: Sally Allen-Clarke CONTACT NUMBER: 01375 846181

Care of the main office

The Head of School will not investigate the allegation itself, or take written or detailed statements, but he/she will assess whether it is necessary to refer to Social Care in consultation with the Local Authority Designated Officer.

If it is decided that the allegation warrants further action through Child Protection Procedures, the Head of School must immediately make a referral to Social Care so that the allegation can be investigated in accordance with the Local Safeguarding Children Board Child Protection Procedures.

If it is decided that it is not necessary to refer to Social Care, the Head of School and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The Head of School should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

**For further information see:** The management of allegations and concerns regarding the professional conduct of staff.

### **Curriculum**

As part of the curriculum children will develop an awareness of safeguarding, both how to keep themselves safe and what measures the school puts in place to protect them. We gather pupil voice to inform the planning and delivery of all safeguarding learning across the school. Safeguarding newsletters are sent to parent/carers on a termly basis, these provide a variety of articles to support parent/carers in keeping their children safe as well as signposting them to further resources. These are kept on our website for future use.

### **Support for Vulnerable pupils**

This school believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse. e.g. by incorporating aspects of Social Emotional Aspects of Learning (SEAL) into our curriculum and the new RSE curriculum.

We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the CAF process, attending strategy meetings, Child Protection Conferences, Core Groups, LAC reviews and Child Care meetings.

## **E-Safety**

We acknowledge that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. This school has an acceptable use policy and all staff must take such abuse seriously.

## **Domestic Abuse**

“The effect of domestic violence on children is such that it must be considered as abuse”

Safeguarding Children and Safer Recruitment in Education 2007

- Statistics confirm the strong link between domestic abuse and Child Abuse

Our Staff must take any incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted including contributing to the MAG process and referring pupils for additional support.

## **Bullying**

(See Anti-bullying section of behaviour policy)

*“The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies.”*

Working Together to Safeguard Children 2006

## **What is bullying?**

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time.
- Bullying makes those being bullied feel powerless to defend themselves.

### **Making Children Aware**

As part of developing a healthy lifestyle children should be taught: -

- to recognise and manage risks in different situations and then decide how to behave appropriately
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. The school displays helpful information including Children's Helplines (NSPCC, Child Line) to provide assurance that it's okay to talk.

### **Mental Health**

Staff have received training in identifying children who may be struggling with their mental health or who identify as having mental health issues. There is a trained Mental Health first aider along with additional support from the NHS Mental Health Support Team and Thurrock's school well-being service. Mental health and well-being concerns are logged through the CPOMs system. Additional advice and resources are available through the school website and newsletter.

### **Safer Recruitment and Retention**

- This school operates vetting and safe recruitment practices.
- Mrs Bates, Mrs Dawson, Mrs Jarvis and Mr Bennett are accredited in Safer Recruitment. At least one member of the recruitment panel will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.
- Procedures are in place to support all staff who have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. (See Whistle Blowing Policy)

### **Health and safety**

(See Health and Safety Policy)

- The school has a health and safety policy, which is monitored by the relevant committee of the school governors. A copy of this policy can be viewed by arrangement at the school office.
- The LA produces a monitoring checklist, which has to be completed on a yearly basis. The Head of School, the member of staff with responsibility for Health and Safety and the Governors with responsibility for

Health and Safety oversee this comprehensive list. Any concerns from staff are reported to any of the above and the site manager carries out an initial examination, assessing what remedial action needs to take place.

- Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. There is also a critical incident plan that details what staff and parents/carers should do in the case of emergencies.
- Risk Assessment is undertaken for activities, visits and trips.

### **First Aid**

In school there are trained members of staff who oversee first aid. There are a number of first aid kits situated around the building a medical room in KS2. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A member of staff attends to the child
  - The incident is logged on the First Aid iPad
  - For head injuries a note to parents/carers is issued
  - If there is any doubt at all a parent/carer is contacted
- 
- For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Head of School or Deputy. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision-making process for such matters. In rare circumstances the appropriate emergency service will be contacted as a matter of urgency before the parent.

Appendix 1

To be used by visitors who have no access to CPOMs

**Logging a concern about a child's safety and welfare**

Part 1 (for use by visitors to the school)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> ..... <b>Print</b>		
<b>Signature</b>		
<b>Job Title/Reason for visiting the school:</b>		
<b>Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>What is the pupil's account/perspective?</b>		
<b>Professional opinion where relevant.</b>		
<b>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</b>		
<b>What needs to happen? Note actions, including names of anyone to whom your information was passed and when.</b>		

**Check to make sure your report is clear to someone else reading it.  
Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL, ensure this whole form is scanned onto CPOMs)

<b>Time and date information received, and from whom.</b>	
<b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b>	
<b>Action taken (referral to children's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons. Note time, date, names, who information shared with and when etc.</b>	
<b>Parents informed? Y/N and reasons.</b>	
<b>Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b>	
<b>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</b>	
<b>Should a concern/ confidential file be commenced if there is not already one? Why?</b>	
<b>Signed</b>	
<b>Printed Name</b>	

**Logging concerns/information shared by others external to the school (Pass to Designated Person)**

<b>Pupil's Name:</b>	<b>Date of Birth:</b>
	<b>Class/form:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b>
	<b>Via letter / telephone etc.</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Safeguarding Lead</b>	<b>Date:</b>
<b>Name:</b>	
<b>Date and time:</b>	

## **Body Map Guidance for Schools**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

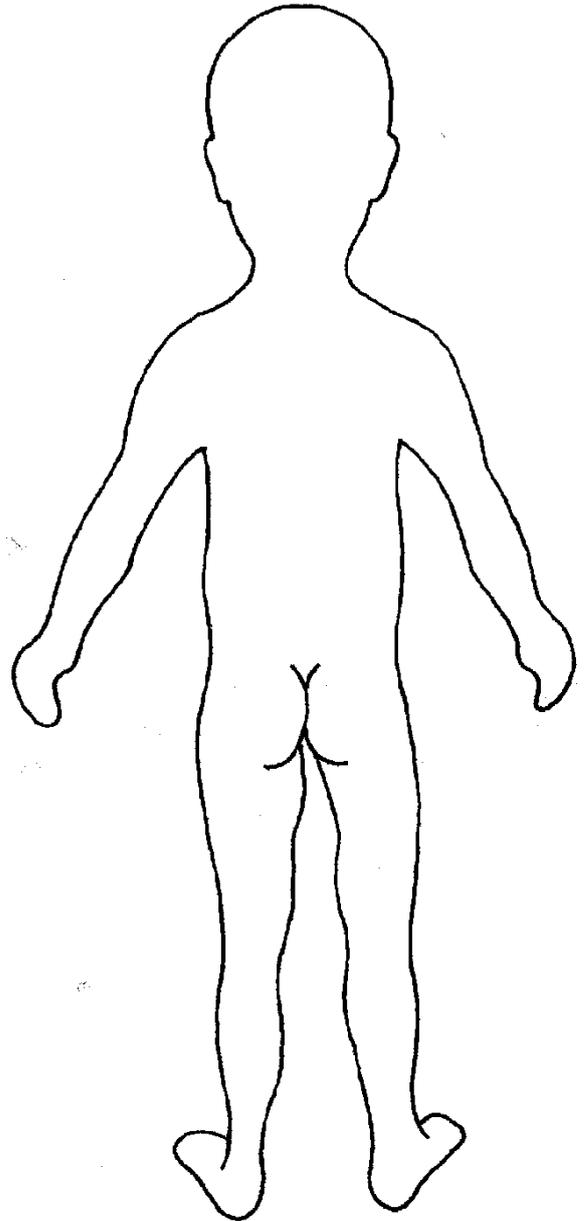
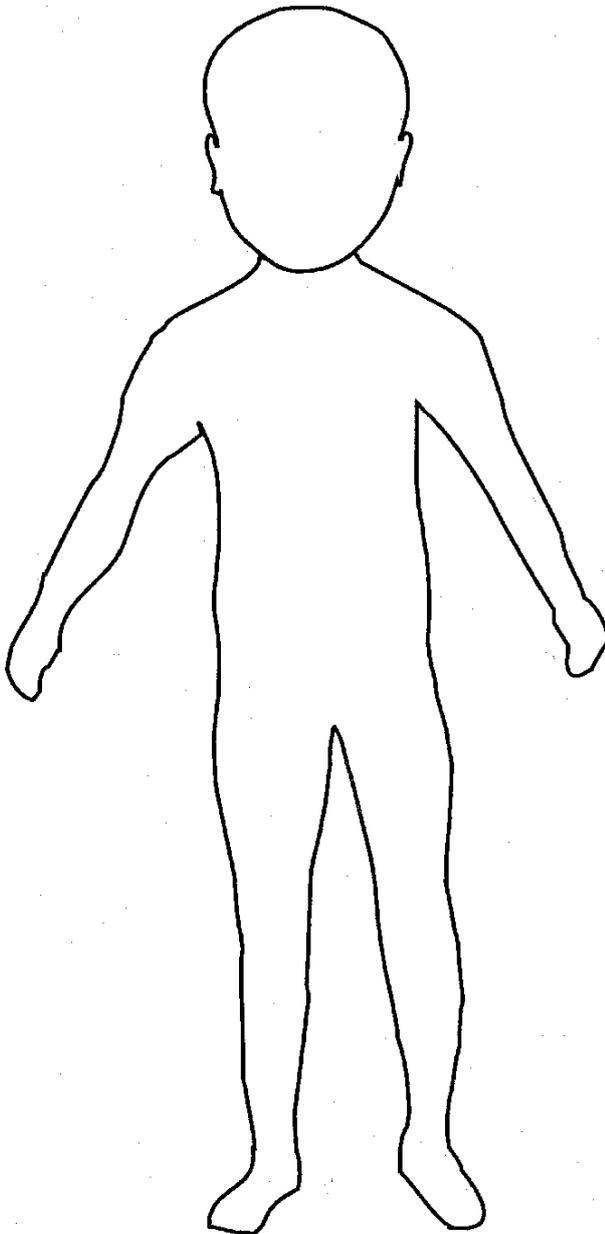
## BODYMAP

(This must be completed at time of observation)

Name of Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

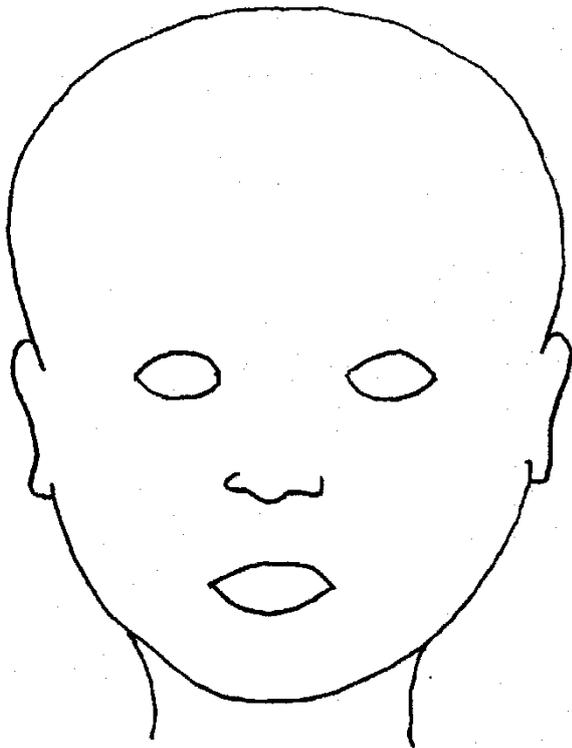
Name of Staff: \_\_\_\_\_ Job title: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

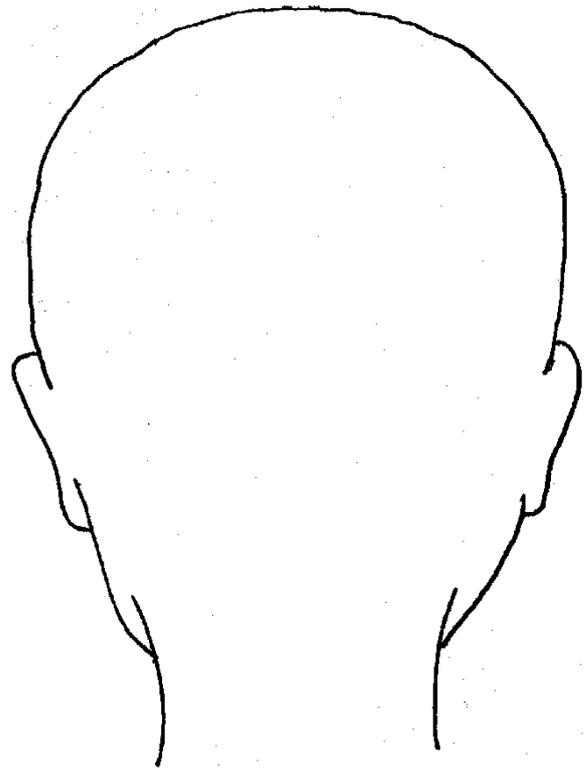


Name of pupil: \_\_\_\_\_

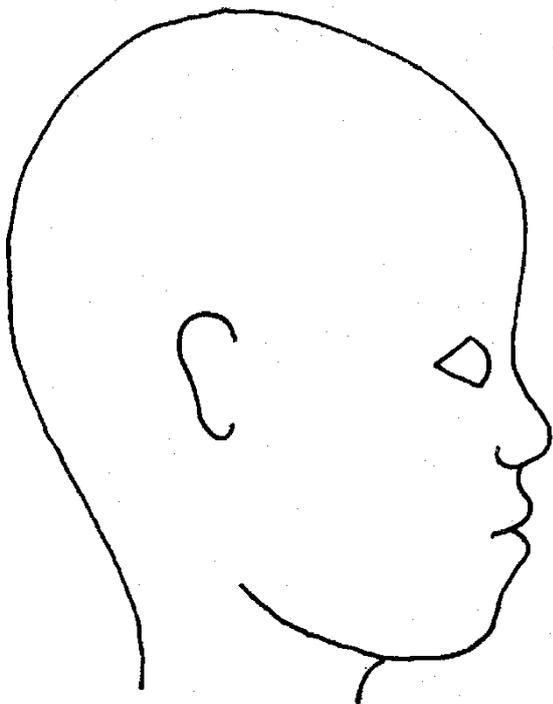
Date and time of observation: \_\_\_\_\_



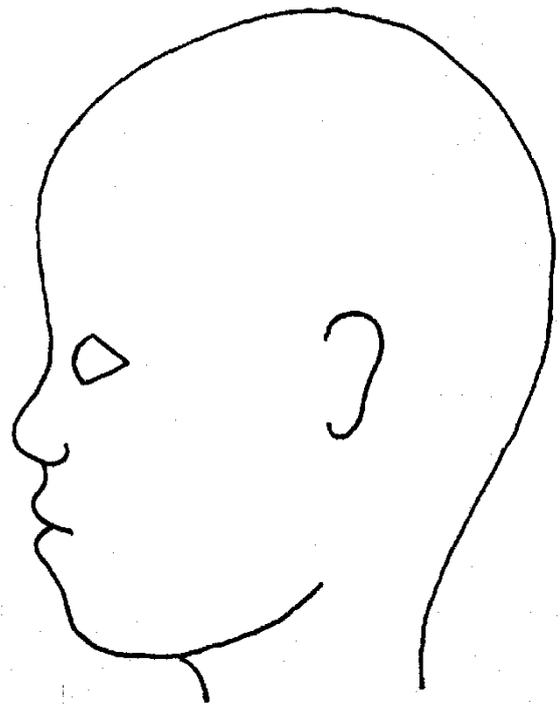
**FRONT**



**BACK**



**RIGHT**



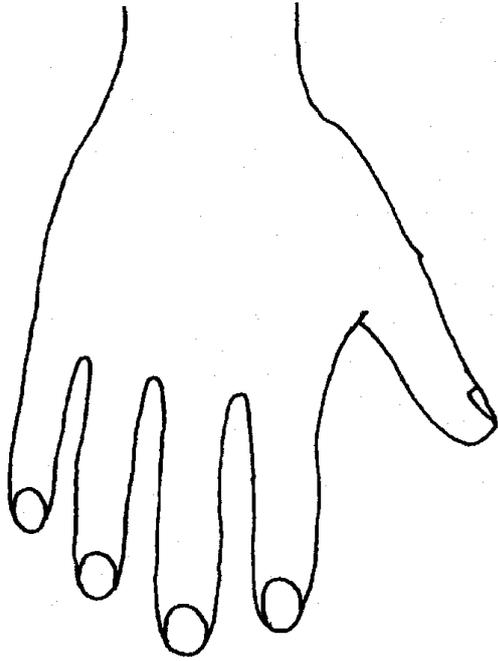
**LEFT**

\_\_\_\_\_

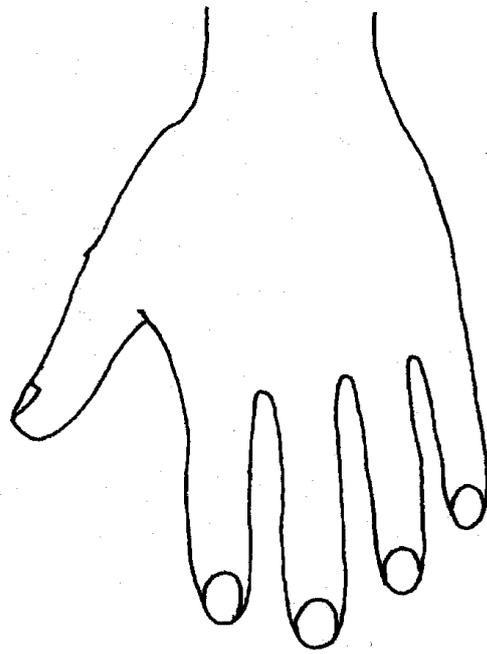
Name of pupil:

Date and time of  
observation:

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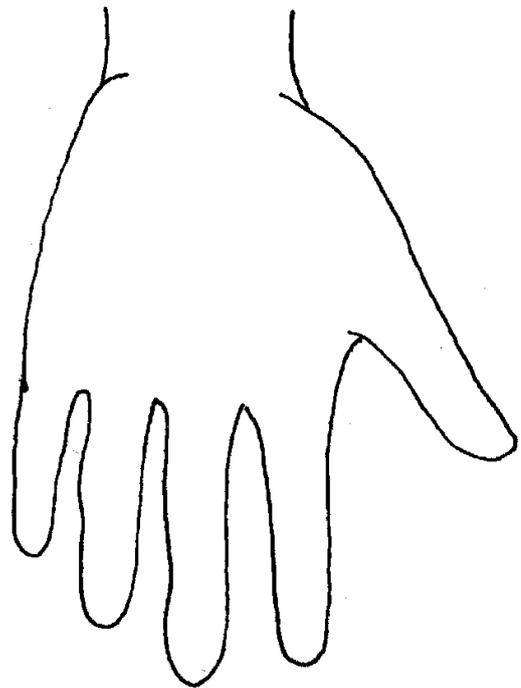
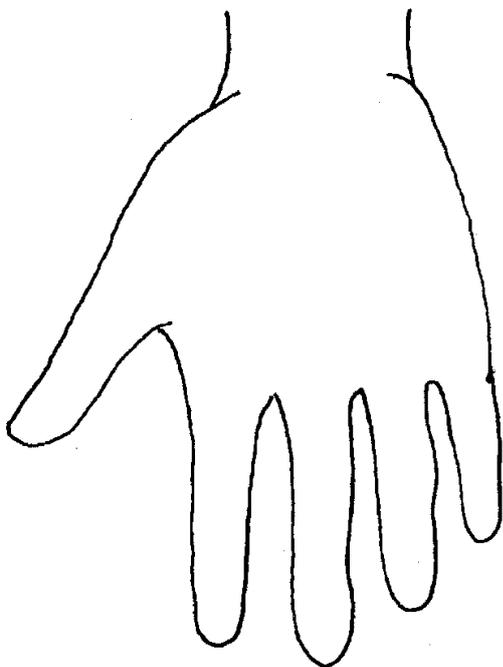


R



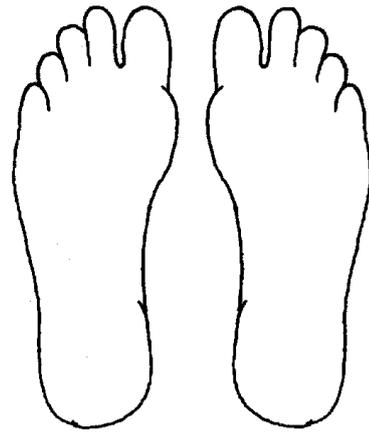
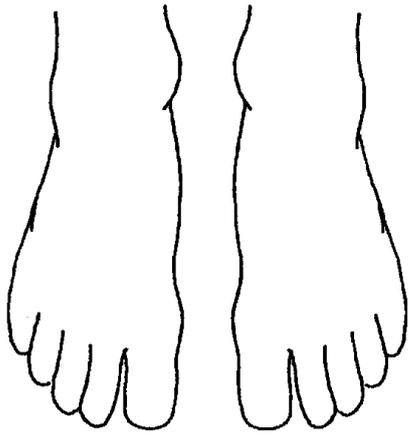
L

BACK



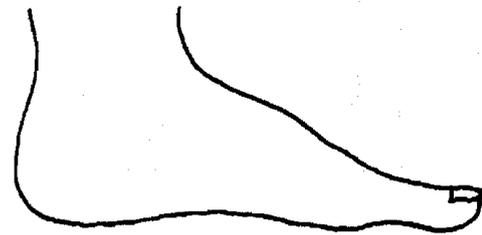
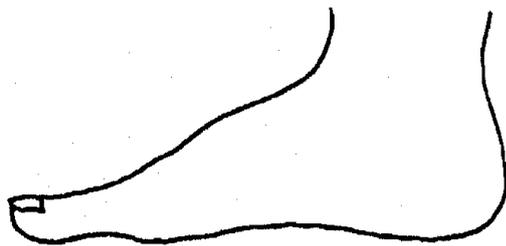
Name of Pupil: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_



**R**                      **TOP**                      **L**

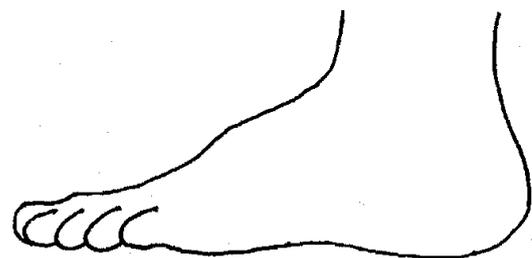
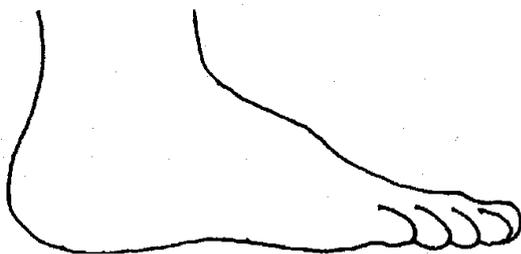
**R**                      **BOTTOM**                      **L**



**R**

**L**

**INNER**



**R**

**L**

**OUTER**

Printed Name,  
Signature and Job  
title of staff: \_\_\_\_\_



## **APPENDIX 3**

### **INDICATORS OF POSSIBLE SIGNIFICANT HARM**

#### **POSSIBLE SIGNS OF PHYSICAL ABUSE**

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

#### **POSSIBLE SIGNS OF EMOTIONAL ABUSE**

- Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-deprecation
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

## **POSSIBLE SIGNS OF SEXUAL ABUSE**

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
  
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

## **POSSIBLE SIGNS OF NEGLECT**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness

- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

**In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.**

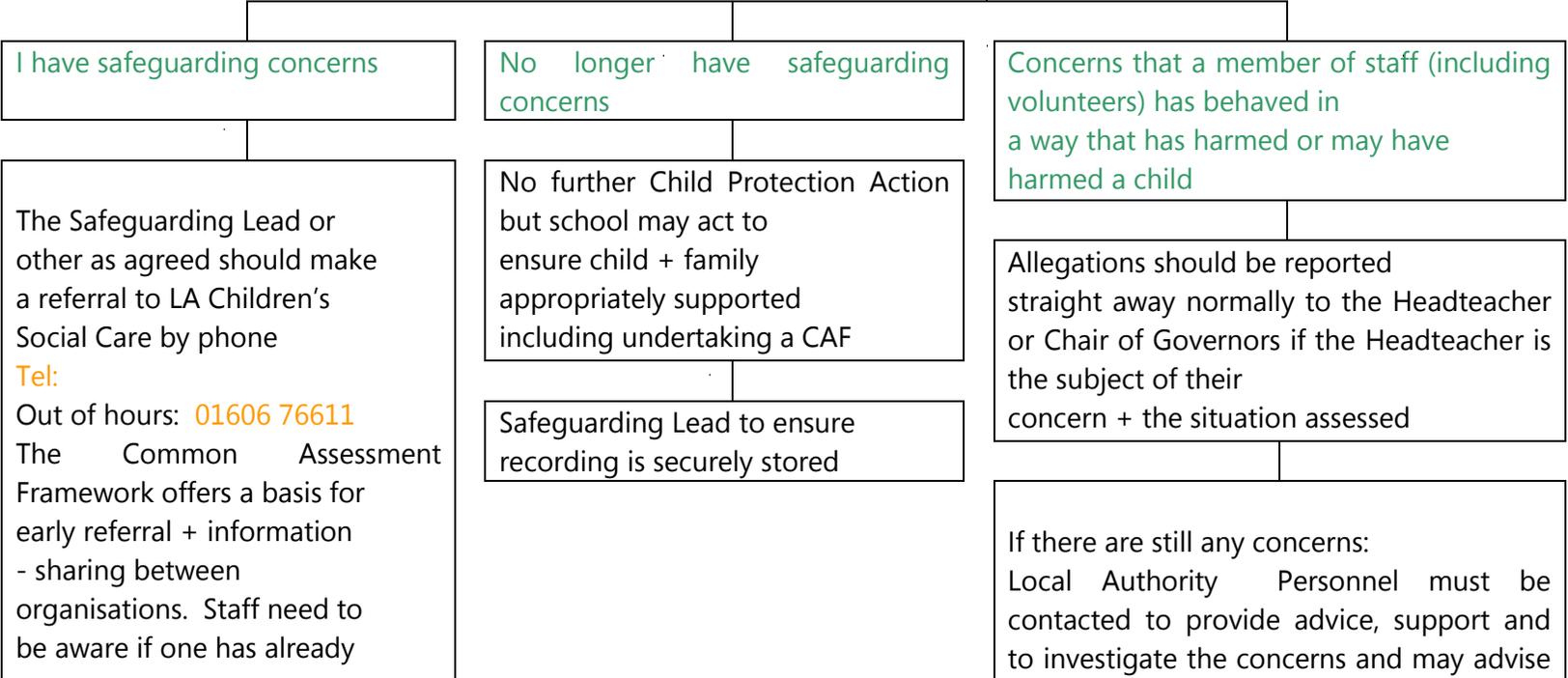
If you're worried a child is subject to any form of any abuse

# What to Do...

I have concerns about a child's welfare

I will make brief factual notes of my concerns on CPOMS and I will discuss these with the Safeguarding Lead who is Mrs Bates or in her absence Mrs Dawson or Mr Gowland.

Safeguarding Lead will decide who is the most appropriate person to speak to the child and carers as appropriate  
\* see note below



been completed or needs to be undertaken

The referral must be followed up in writing within 48 hours using the Proforma See Appendix 2

Social worker and manager acknowledge receipt + decide on next course of action within one working day. School staff should contact Social Care if they are unsure of actions being undertaken by Social Care

School staff will continue to support the child and attend multiagency meetings as appropriate

Safeguarding lead should ensure that all recording is securely stored for 6 years past the child's 18<sup>th</sup> birthday and a copy is passed on to the receiving school should the child transfer to a new school

a referral to Safeguarding Unit

\* Professionals should seek to discuss any concerns with the family and where possible to seek their agreement to make referrals to LA Children's Social Care. **This should only be done where such discussion and agreement-seeking will not place a child at increased risk of significant harm eg not in cases where sexual abuse is suspected.** Working Together 2006 p104

## Safeguarding

### Governors Compliance Checklist

		Yes	No
1	<i>The school has in place a safeguarding and child protection policy that has been agreed by the governing body and are known to all staff</i>		
2	The school has in place child protection procedures that are in accordance with the Local Safeguarding Children Board (LSCB)		
3	The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers, who will work with children, including Disclosure and Barring Service. (DBS)		
4	Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with LSCB guidance and locally agreed inter agency procedures		
5	A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, provide advice and support to their staff, liaise with the LA and work with other agencies. There is a second named person.		
6	The designated person has undertaken basic awareness, further job specific training and training in inter-agency working. Refresher training should be undertaken at two yearly intervals		
7	All other school staff who work with children have undertaken appropriate training about their role and responsibility and refresher training at least three-yearly intervals		
8	Temporary staff and volunteers who work with children are made aware of the schools' arrangement for child protection, and of their responsibilities		
9	The school keeps up to date records of all staff training who have undertaken safeguarding training including levels of training and dates. This should include temporary staff and volunteers. This should be shared with governors and the LA		
10	A member of the governing body (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the head teacher		
11	The policies and procedures are reviewed annually to ensure they remain LSCB compliant. Reviews are minuted at a full GB meeting. Policies are dated		

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If I am worried I can talk to:

Safeguarding Lead: Mrs Bates/ Mrs Dawson/Mr Gowland  
Dr Emmanuel/Mrs Jarvis/Mr Bennett/Mrs Mylam

EYFS Safeguarding Lead: Mrs Stevens  
Safeguarding Governor: Mr Austin

Education Lead Officer for Safeguarding: Sharon Owen  
01375 652535

Pastoral Support team: Mrs Allen and Mr Bennett

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care friend tell worry child

