



Willow Tree Academy



POLICY FOR SAFEGUARDING (INCORPORATING CHILD PROTECTION) Herringthorpe Junior School

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Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (effective 2nd September 2020).

This policy will be reviewed in full by the Governing Body on an annual basis.

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1. PURPOSE & AIMS

1.1 The purpose of Herringthorpe Junior School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm and we expect everyone who works in our school to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help.

We also assess the risks and issues in the wider community, known as 'contextual safeguarding' when considering the wellbeing and safety of our pupils. All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 **'Everyone'** who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating. All staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Children will regularly participate in Philosophy for Children (P4C) activities in which children welcome the diversity of each other's views and to use those as the start of a process that encourages children to question assumptions, develop opinions with supporting reasons, analyse significant concepts and generally apply the best reasoning and judgement they can. E-safety is embedded within the curriculum on a daily basis and internet safety days held regularly. In Year 6 our children visit Crucial Crew which highlights important skills to stay safe. The NSPCC Real Love Rocks scheme of work is also part of the Y6 curriculum. We participate in the NSPCC Stay Safe Speak Out workshops to give our children the tools to be able to share their worries/concerns. The new RSE scheme of work has been developed to support all children and will be incorporated into the curriculum from Sept 2020.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (July 2018).

Link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

3. WHAT IS ABUSE?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

Physical Abuse:

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

This involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues are:

3.1 Early Help and support for children in need:

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs/Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently going missing from care or from home
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; being a young carer
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Has returned home to their family from care; is a privately fostered child
- Is showing early signs of abuse and/or neglect

<https://www.rotherham.gov.uk/family-support/early-help-pathways/1>

3.2 Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Violence**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The school has due regard to the **mandatory reporting duty**, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Staff in this school will be vigilant and will report promptly any FGM or other Honour Based Violence concerns to the Designated Safeguarding Lead.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2020) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham Safeguarding Children Partnership (RSCP) child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.3 Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In our school we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our school website, to the Rotherham Safeguarding Children Partnership (RSCP) website which provides information on radicalisation for children and young people, their parents/carers and professionals: www.rscp.org.uk

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.6 of the RSCP child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.ht>

3.4 Online Safety

The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material; for example pornography, fake news, racist or radical and extremist views
- Contact – harmful online interaction with others; for example commercial advertising as well as adults posing as children or young people
- Conduct – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying

The school recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. The school e-safety policy and day-to-day online e-safety procedures have due regard to the most recent DFE non-statutory guidance entitled 'Teaching online safety in school' (June 2019) this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can them to navigate the online world safely and confidently regardless of the device, platform or app.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the

classroom. We have a separate E-Safety Policy which can be found on the website or a copy can be requested via reception.

As a school, we will provide information for parents and carers on online safety plus links to useful websites. Chapter 2.1.5 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.5 Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the school as soon as possible if the contact details change.

All staff in school understands the importance of regular attendance and our school has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.3.2 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.6 Children with Special Educational Needs and Disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in our school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.1.3 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.7 Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as **contextual safeguarding**. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

In school we have a Safeguarding week and during this week we look at keeping safe in the local area and consider potential places of danger.

3.8 Criminal exploitation of children (county lines)

“County lines” refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL who will then discuss with MASH.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Further information on County Lines and Child Criminal Exploitation are contained in Annex A of Keeping Children Safe in Education 2020 and Chapter 2.1.11 of the RSCP child protection online procedures.

3.9 Serious violence

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

The most significant risk factors that could increase a pupil’s vulnerability to becoming involved in serious violent crime are; a history of committing offences, substance abuse, anti-social behaviour, truancy and peers involved in crime and/or anti-social behaviour.

If any staff member suspects that a child maybe vulnerable to, or involved in, serious violent crime will report it immediately to the DSL.

More information on the criminal exploitation of children and serious crime can be found in Annex A of Keeping Children Safe in Education (2020) and also in Chapter 2.1.11 of the RSCP procedures online: <http://rotherhamscb.proceduresonline.com/index.htm>

3.10 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim 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. CSE does not always involve physical contact; it can occur through the use of technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.1 of the RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.11 Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

At Herringthorpe Junior School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

All staff in this school are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2020) gives guidance to schools on how to manage reports of child on child sexual violence and sexual harassment.
- Sexting (also known as 'youth produced sexual imagery')
- Initiation (sometimes referred to as 'hazing') type violence and rituals/gang activity

All staff in this school are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up". We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be **age and stage of development specific**, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

In cases of 'Upskirting' we recognise that it is an offence under the Voyeurism Offences Act 2019 to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose eg; obtaining sexual gratification or to humiliate, distress or alarm a victim. Upskirting will not be tolerated by the school and any incidents must be reported to the DSL who will then decide on an appropriate course of action.

More information on peer on peer abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2020) and Chapter 2.1.2 of the Rotherham RSCP child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.12 Looked After Children (LAC)

A child who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every school must have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC in this school is Jane Forshaw. We have a separate LAC policy which can be requested from school via reception.

3.13 Private Fostering

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2020 and chapter 2.3.7 of the RSCP child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

3.14 Domestic Abuse

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background.

There are different kinds of abuse that can happen in different contexts. The most prevalent type of domestic abuse occurs in relationships. But the definition of domestic abuse also covers abuse between family members, such as adolescent to parent violence and abuse. The definition also considers coercive and controlling behaviour. Children and young people are very often the 'hidden' victims of domestic violence and abuse.

As a school we are supporting an initiative called '**Operation Encompass**' a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children's Partnership.

Operation Encompass has been designed to provide support for any child in school who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in school will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable school to monitor children possibly affected and, where required, support if necessary. This will remain confidential; no information about specific incidents is shared with school. The school will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe Operation Encompass will enhance the safeguarding within school. This will be extremely beneficial for all those involved.

Our Key Adult is: Jane Forshaw.

Further information on Domestic Abuse and the impact on children are contained within Annex A of 'Keeping Children Safe in Education 2020' and also in Chapter 2.2.7 of the RSCP child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

3.15 Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern they will speak without delay to the designated safeguarding lead or a deputy.

Further information on children experiencing mental health issues can be found in the Department for Education document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

See also chapters 2.1.7, 2.1.8 and 2.1.9 of the RSCP child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

Additional safeguarding issues

- Additional guidance on other safeguarding issues such as Substance Misuse, Modern Slavery and Trafficking and many more is contained in Annex A of 'Keeping Children Safe in Education 2020' along with information about the indicators of abuse contained in Chapter 1.2.4 of the RSCP child protection online procedures:
www.rotherhamscbproceduresonline.com/index.htm

4. ROLES AND RESPONSIBILITIES

4.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

4.2 The Local Governing Body of Herringthorpe Junior School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

Our named Governor is: Tony Trueman

4.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education 2020', Local Authority advice and the requirements of the Rotherham Safeguarding Children Partnership (RSCP) policies and procedures.
www.rscp.org.uk
- The school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- The school contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 Child in Need assessment or a section 47 child protection investigation (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments)
- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The school has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One and Annex A of 'Keeping Children Safe in Education 2020' and the school's Code of Conduct.

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service or other local training providers.
- Safer recruitment practices are followed in accordance with Part Three of '*Keeping Children Safe in Education*' (2020) and also Chapter 5.1 of the RSCP Child Protection Procedures.
www.rotherhamscbproceduresonline.com/index.htm
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of *Keeping Children Safe in Education* 2020 and Chapter 5.2 of Rotherham LSCP online child protection procedures:
www.rotherhamscbproceduresonline.com/index.htm
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

4.4 The Headteacher

At Herringthorpe Junior School the Head of School will ensure that the above policies and procedures, adopted by the governing body, are followed by ALL staff. The Headteacher is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- For ensuring the school is aware of and will follow the local safeguarding arrangements.

4.5 The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Herringthorpe Junior School. The key role of the Designated Safeguarding Lead is to:

- understand and keep up-to-date with local safeguarding arrangements
- act as the main point of contact with the three safeguarding partners
- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on matters of safety and safeguarding
- raise awareness of safeguarding and child protection amongst the staff and parents

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- ensure that child protection information is transferred to the pupil's new school

The DSL and Deputy DSL will carry out their role in accordance with the responsibilities outlined in Annex B of '*Keeping Children Safe in Education 2020*'. The DSL and the Deputy DSL will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Deputy DSL will update their knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The DSL and Deputy will provide advice and support to other staff on child welfare and child protection matters.

The DSL and Deputy at Herringthorpe Junior School will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

The DSL will maintain detailed, accurate written records of concerns and referrals ensuring that they are kept confidential and stored securely.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2020 and the RSCP.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Herringthorpe Junior School adheres to child protection procedures that have been agreed locally through the new Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are:

1. Local Authority
2. Clinical Commissioning Group
3. The Chief Police Officer

5.2 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.3 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.4 If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.5 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school. At Herringthorpe Junior School we use CPOMS to record this information.

5.6 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.7 All referrals will be made in line with RSCP online child protection procedures – Chapter 1 '*Referring Safeguarding Concerns about Children*'
www.rotherhamscbproceduresonline.com/index.htm

5.8 If, after a referral, the child's situation does not appear to be improving, we will consider following the RSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

5.11 If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate.

5.12 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to our Whistleblowing Policy (see policy at the school office).

6. WORKING WITH PARENTS & CARERS

6.1 Herringthorpe Junior School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

6.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

6.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

6.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

6.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise ie, illness, not being collected at the end of the school day, a child going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

7. SAFER RECRUITMENT

7.1 At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of *'Keeping Children Safe in Education 2020'*. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School Staffing (England) Regulations 2009). We will take advice from the RSCP about safe recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

7.2 At Herringthorpe Junior School we will use the recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of Keeping Children Safe in Education 2020 describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information

7.3 We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

7.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with

children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

7.5 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher.

8. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

8.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise however that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

8.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

8.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

8.4 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors.

8.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

8.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO via MASH on 01709 336080.

8.7 Referral to DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Further information is also available in Chapters 5.1, 5.2 and 5.3 of the RSCP online child protection procedures:

www.rotherhamscbproceduresonline.com/index.htm

9 RELEVANT POLICIES AND TRAINING

9.1 All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.2 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Safeguarding policy
- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance and Children Missing Education
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

[Please enter relevant school policies making sure that these have been approved by the Governing Body and state both the date of approval and arrangements for review.]

10. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2020)
- 'Keeping Children Safe in Education' DfE (2020) - Part One and Annex A for ALL staff.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- 'What to do if you're worried a child is being abused?' NSPCC
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/>
- www.rscp.org.uk
- www.rotherhamscbproceduresonline.com/index.htm
- Education Inspection Framework September 2019
<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Appendix A: Safeguarding During the Coronavirus (COVID-19) Pandemic

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released

Appendix A

Covid 19 additions to Safeguarding Policy Nov 2020

Herringthorpe Junior School

- This is a review and updated school safeguarding policy annex/ addendum in response to the Covid-19 Lockdown.
- If Staff have concerns when working with children online and online safety, these will be referred through the existing channels as set out in the safeguarding policy.
- Communication with children through web based and telecommunication interactions should take place within explicit professional boundaries. Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'inappropriate behaviour'. Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web-based identities.
- The safeguarding policy, KCSIE2020, Working Together document and staff code of conduct has been shared with all staff..
- All staff on site and working from home know how to raise and share concerns- all have the email addresses and phone number of the Executive head, Head of School and the Safeguarding Officer. In the first instance, should they have any concerns regarding a child, they will contact the BFL/Safeguarding Officer for the school.
- Pupils with Social Care involvement will be contacted regularly throughout any lockdownperiod/absence. Expectation is to have twice weekly contact either through class teacher or BFL, if this is not the case school will follow up with messages and calls to offer support, check well-being and if necessary raise concerns with external agencies as appropriate.
- Weekly update completed and sent to the Local Authority for all vulnerable children identified-Social Care, LAC, EHCP.
- DFE states that DSLs will continue to be regarded as trained, even if they miss their update training during this crisis.
- School ensures that we are following up all absences. If we have not had contact we will visit the home and follow up as necessary.
- DFE and PHE guidance for Covid related absence will be followed.
- If a child is absent for excessive periods of time we will arrange zoom meetings so that we can have eyes on a child rather than speaking to parents by phone.

- All staff in Herringthorpe Junior School are also Willow Tree staff as such they are able to work in any of our sister schools without the need for DBS checks but will be given a short induction to any of our settings should this be required.
- During this time visitors to school sites will be kept to a minimum. Only professionals needing to complete direct work with children will be allowed access.
- Should any child, particularly a vulnerable child, include LAC, change schools during the crisis, School will ensure that all appropriate information sharing takes place through virtual meetings and cpoms.
- All incidents will continue to be logged on cpoms.
- Any safeguarding issues will continue to be processed by the BFLL through the appropriate channels.
- The Willow Tree E-Safety Policy has been reviewed and information is displayed on the school website. Relevant links, documents and sites are shared to families through Class Dojo and to parents consistently, when there is updated guidance, and when relevant due to specific incidents.

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101

In an emergency ring 999

Rotherham Safeguarding Children Partnership (RSCP): www.rscp.org.uk

www.rotherhamsbproceduresonline.com/index.htm

www.rotherhampower.co.uk

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000

help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

www.disrespectnobody.co.uk

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

<https://www.internetmatters.org/?gclid=CIm4ldHXl8wCFYdAGwodwhEM5g>

<https://www.pshe-association.org.uk/>

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

SF/Nov 2020