

# Safeguarding and Child Protection Policy

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*Little Thurrock Primary School*



**LITTLE THURROCK PRIMARY SCHOOL**  
**Safeguarding and Child Protection Policy**

**Reviewed: January 2020**

**DESIGNATED Safeguarding Lead**

NAME: Andrew Hook

CONTACT NUMBER: 01375 373586

**DEPUTY DESIGNATED Safeguarding Leaders**

NAME: Nicola Townsend

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Name: Sally Appleton

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Name: Mary Dunn

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**NOMINATED GOVERNOR Safeguarding and Whistleblowing procedures**

NAME: Denise Manson – Chair of Governors

**KEY CONTACTS WITHIN THE LOCAL AUTHORITY**

**THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)** deals with cases where there is a concern or allegation against an adult who works with children. It may be that the person either:

- has or may have harmed a child
- may have committed a criminal offence related to a child
- has behaved towards a child or children in a way that indicates they may pose a risk of harm to children

**CONTACT DETAILS:**

For advice please contact: Thurrock LADO (Local Authority Designated Officers) Sharon Owen on 01375 652921 or Neale Laurie on 01375 652535

Secure email - [LADO@thurrock.gcsx.gov.uk](mailto:LADO@thurrock.gcsx.gov.uk) or [sowen@thrrock.gov.uk](mailto:sowen@thrrock.gov.uk)

**REFERRAL TO SOCIAL CARE SERVICES**

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone **01375 652802**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **01375 372468**

For all **NON – URGENT** referrals and enquiries telephone **01375 652802**

**Local Safeguarding Children’s Board (LSCB) 01375 652813**

**Statement of intent:**

All staff and Governors have a vital role in fulfilling their safeguarding duty, and are expected to remain vigilant at all times to ensure that children's welfare is actively promoted with timely safeguarding action taken where needed. Through providing a caring, safe and stimulating environment which promotes the social, physical, moral and spiritual development of all our children, we aim to foster a culture of trust, respect and security.

**Information Sharing Protocols:**

This statement of intent includes a suite of policies which have particular implications for effective safeguarding. These are:

- Child protection policy
- Safer recruitment policy
- PREVENT policy
- E-safety policy
- Female Genital Mutilation policy
- Child Sexual Exploitation policy
- Children missing in education policy
- Positive behaviour Policy
- Whistleblowing policy
- Lettings policy
- Code of Conduct for staff
- Health and Safety policy
- Positive handling policy
- Peer on peer abuse and sexting policy
- Staff induction policy

All policies are kept on the shared 'docs' drive and are accessible to all staff. Regular training ensures that all staff know the location of, and content, of these policies. There are copies of each policy in the staff handbook and in the staff room this is included in staff induction.

**THE HEALTH AND SAFETY POLICY**

The school has a health and safety policy which is monitored regularly by the nominated health and safety governor. Any concerns are reported to the Head teacher, site manager and office manager, all of whom are IOSHH accredited. Half termly fire drills take place, and a disaster recovery plan to provide guidance in the event of significant emergencies is in place.

A safety manager from the London Borough of Havering provides termly supervision, training, and in-depth audits. The health and safety action plan is reviewed during termly visits.

## **FIRST AID**

In school there are a large number of trained first aiders who oversee first aid. All trips have two first aiders in attendance, as do groups attending sport competitions and extra-curricular activities.

Recording of first aid incidents are kept in the medical room, and regularly reviewed to see if there are any patterns, trends or parts of the school needing further investigation.

The school uses Parentmail, letters, and stickers to inform parents of head bumps. Injuries at break time that have been caused by the actions of another child are referred to the Senior Leadership Team – parents are informed of any incidents.

**See first aid staff list, supporting children with long term medical needs policy**

## **ATTENDANCE (see attendance policy)**

Little Thurrock expects regular attendance from all children and actively supports parents with maintaining this in order to enable all children to flourish and maximise their learning opportunities.

Parents are expected to telephone in the morning if a child is unwell, and school will contact parents if no notification is received.

Patterns of attendance are monitored regularly, with informal and formal meetings arranged to provide support to poor attendees. Any child on the child protection register who is absent for a period of one day, and for whom there is no substantiated reason, or more will be contacted by school and the relevant social worker or agency.

## **E-SAFETY (See Little Thurrock e-safety policy)**

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online and are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The referral process is the same for any other referral made under safeguarding procedures and should be referred to the designated child protection lead.

## **POSITIVE BEHAVIOUR ( see behaviour for Learning policy)**

Exemplary behaviour is an expectation at Little Thurrock. We have a range of means to support good behaviour, and systems in place to identify children needing additional support with making positive choices.

There are rare occasions when a child's behaviour may potentially put themselves or others at risk of harm. Staff are discouraged from handling children, but in the event when an action is needed to protect a child or others, trained staff may employ positive handling techniques. All such events are recorded and parents informed as to the rationale behind an action being taken and this is reported to governors termly. In the event that a child has needed positive handling to keep themselves or other children safe, parents are informed the same day.

See positive handling policy

## **CURRICULUM DESIGN**

The curriculum offered to children at Little Thurrock is broad and balanced which actively promotes the spiritual, moral, social and emotional development of our children. The curriculum actively teaches those values deemed to be fundamentally British; and which underpin our core values. Children are encouraged to

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share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our curriculum aims to build resilience, responsibility for personal safety and how to seek help if their safety is at risk.

Personal safety is taught through PSCH lessons which teach children about drugs, sex and relationships, health and well-being, and all aspects of e-safety. We actively encourage children to share their views and ask questions in a safe space. This also teaches children how to deal with views that are different from their own, or which show controversial opinions or beliefs. We ensure that our PSCH curriculum offer addresses the local and national issues for our community.

Risk assessments are undertaken for different aspects of curriculum delivery as required, and children are taught to handle equipment safely. Staffing ratios ensure that extra-curricular trips and events are appropriately staffed.

Leaders at Little Thurrock Primary School recognise the need to take account of contextual safeguarding issues when planning and delivering its curriculum.

### **USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS (see lettings policy)**

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. Where supply teachers are used the school will seek assurance in writing that the agency has complied with safer Recruitment procedures.

### **GOOD PRACTICE IN SITE SECURITY**

**Little Thurrock provides a secure site, and the following rules are to ensure this security is maintained.**

- All internal doors will remain open whilst students are present.
- Gates will be locked at playtimes and lunchtimes.
- All exit doors are kept closed to prevent intrusion.
- Visitors must enter through the main reception and sign in. Visitor badges must be worn and visible.
- Unidentified visitors will be challenged by staff and children.
- Children will only be allowed home with adults known to staff or by confirmation by parent with parental responsibility.
- Written permission by adult with parental responsibility is required for Key Stage 2 children to walk home alone.
- School gates are supervised from 8:35am - 8:55am.
- Children leaving school early must be signed out by the adult collecting them.
- Any child leaving school without permission will not be chased but will be reported immediately to the office when the police may need to be called.
- External doors are controlled by electronic entry, are supervised or under video surveillance.

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- The presence of suspicious strangers seen approaching children, or loitering near school, will be reported to the Police or Local Authority with a view to alerting other schools.
- Parents and carers may only take photographic images, or video footage, of school activities with the express permission of the school. All parents must be reminded that images and footage taken must not be posted on social media.
- Parents and carers are asked to sign consent forms regarding the taking of photos and video for school purposes on admission.
- Parents and guardians not providing written permission for their child/ren to be photographed or videoed will have their wishes respected.
- All rooms where adults are working with children must have a clear visibility panel.

### **WHISTLEBLOWING (see whistleblowing policy)**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Children are actively encouraged to tell someone if they have any worries or concerns.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. The “whistle-blower” should raise the matter internally in the first instance. Concerns should normally be raised initially with the whistle-blower’s line manager. Where the concerns relate to the whistle-blower’s line manager, the complaint should be brought to the attention of the Headteacher/Chair of Governors/Chief Executive Officer (CEO)/Chair of Trust.

### **CHILD PROTECTION AT LITTLE THURROCK PRIMARY SCHOOL**

“Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop.”

*(Working Together under the Children Act 1989)*

### **INTRODUCTION**

Little Thurrock Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989). 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/>

Little Thurrock recognises the importance of multi-agency working, and works in partnership with the three safeguarding partners\* which in Thurrock are:

Thurrock Council: **Michelle Lucas**

Essex Police: **Carol Williams DCI**

Health: **Jane Foster-Taylor**

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This policy applies to all children, staff, governors, volunteers and visitors to Little Thurrock Primary School.

**This school recognises it is an agent of referral and not of investigation.**

### AIMS AND PURPOSE

This policy aims to:

- Provide clear direction to staff and others about the procedures for dealing with child protection concerns.
- Make explicit the school's commitment to the continual development of good practice and sound, effective procedures.
- Provide a systematic means of monitoring children known or thought to be at risk.
- Emphasise the need for effective communication between all members of staff.
- Develop and promote effective working relationships with other agencies
- Ensure that all adults working with, or having access to, have been checked as to their suitability.
- Ensure that safeguarding procedures are in place to enable a swift response to situations in which a child may be neglected or abused, or is at risk of neglect or abuse.
- Ensure that safeguarding procedures are in place to enable a swift response to situations in which a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.
- Ensure that contextual safeguarding awareness is cascaded to staff and is used to inform the curriculum

Little Thurrock Primary School believes that providing early help is more effective than reacting at a later stage. We work closely with our children and families to provide support, and a point of contact, to families.

At Little Thurrock Primary School, we have a trained School-Home-Support team who are available to help, signpost or listen. The school also works with local agencies to engage Early Offer of Help services such as the PASS team. We also run parent support sessions, which are commissioned in response to, identified needs amongst our community.

### LEGISLATION

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- Education Act 2002 (Section 175/157)

*Outlines that Local Authorities and School Governing Bodies have a responsibility to ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its children;*

- The Children Act 1989
- The Children Act 2004
- Southend, Essex, Thurrock Safeguarding and Child Protection Procedures (updated September 2019) [https://www.safeguardingsouthend.co.uk/children/downloads\\_119\\_3377965369.pdf](https://www.safeguardingsouthend.co.uk/children/downloads_119_3377965369.pdf)
- Keeping Children Safe in Education (September 2019 - DfE, **updated** October 2019)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

- Working Together to safeguard Children (July 2018 - DfE, **updated** February 2019)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)
- Revised Prevent duty guidance: for England and Wales (Updated April 2019 – Home Office)  
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- Female Genital Mutilation Act 2003 ( Section 74, Serious Crime Act 2015)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416323/Fact\\_sheet\\_-\\_FGM\\_-\\_Act.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact_sheet_-_FGM_-_Act.pdf)
- Children Missing Education statutory guidance for Local Authorities (September 2016)

### PREVENTING ABUSE

We recognise that for our children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school will therefore:

- Establish and maintain an environment where children feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PHCSE, which equip children with the skills they need to stay safe from abuse. Further information can be obtained from the school's PSHE coordinator(s).
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Further information can be obtained from the school's PSHE coordinator(s).
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- Ensure that there are regular opportunities to gain an understanding of what constitutes abuse in order to enable children to recognise when they may be subject to forms of abuse

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- young women subject to honour based violence (where, for instance, they have transgressed the expectations of them as young women in their family and community)
- children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community
- girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out)
- children being trafficked into other families from abroad

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- girls and/or boys at risk of being forced into marriage
- Fabricated illness- signs may include:
  - a) Frequent and unexplained absences from school, particularly PE
  - b) Regular absence for medical appointments
  - c) Repeated claims by parent that the child is unwell and requires medical attention
  - d) Referrals for second opinions
- Faith abuse

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

### **Children with special educational needs and disabilities:**

Research shows that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable and 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 impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation

- Isolation

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. The DSL, and deputy DSLs, should be familiar with the Thurrock Threshold document to aid identification for children requiring early intervention.

*See Appendix 1 for information on indicators of abuse*

### **ROLES AND RESPONSIBILITIES**

#### **THE DESIGNATED PERSON/S**

Governing Bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead or deputy DSL will always be available for staff in school to discuss any safeguarding concerns.

#### **The role of the Designated Person is to:**

- Ensure that the Thurrock Child Protection Code of Practice and the Education department Policy and Procedure are followed.
- Refer all cases of suspected abuse or neglect to the Local Authority Children's services ( MASH), Police ( cases where a crime has been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head teacher to inform him/her of issues- especially ongoing enquiries under section 47 of the Children Act and police enquiries.
- Ensure that all staff, including non-teaching staff, are aware of these procedures.
- Ensure that all staff have regular training ( at least annually) to enable them to know when and to whom they must pass their concerns
- Develop an effective working relationship with other agencies ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensure that all records are kept confidentially and securely and are separate from pupil records.
- Ensure that if a child leaves the school their child protection file is copied and forwarded to the Designated Person in the new school. The originals should be retained until the 'child' reaches the age of 50
- Ensure that any absence of one day, without satisfactory explanation, of a pupil currently on the Child Protection Register is referred to the school Education Welfare Officer and/or Social Care.

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- Meet with the Education Welfare Officer to monitor children at risk.
- Act as a source of support and advice to staff within schools on all child protection concerns.
- Provide, with the Head Teacher, an annual report for the Governing Body detailing any changes to the policy and procedures, and training undertaken by the DSL, deputy Designated Person, all staff and governors, number and type of incidents/cases, number of hours spent on child protection issues and incidents/cases, number of hours spent on child protection issues and number of children referred to Social Care and on the Child Protection Register.
- Keep up to date with knowledge to enable them to fulfil their role, including attending any relevant training, at least every two years.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status( whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Be fully prepared for eep meetings and take responsibility for setting and reviewing targets
- Ensure that LCL funding is used to support the achievements of targets set
- Attend case conferences, or ensure that the appropriate member of staff attends and is aware of the purpose and procedure for a Child Protection Conference.
- Ensure that a report is prepared for conference and to participate in core groups as required.

### **Alternate provision**

It may, on occasion, be necessary for a pupil to be placed in alternate provision. In such cases, the school remains responsible for the safeguarding of the pupil and must have written confirmation that all necessary checks, such as the school would undertake on staff, have been undertaken.

### **Children Missing in Education (CME)**

LTPS understands that there are many circumstances where a child may become missing from education, Such as:

- Children at risk of harm/neglect
- Children of Gypsy, Roma and Traveller (GRT) families
- Be aware of the potential risks of CSE to children missing from education and inform Thurrock of any child deemed at risk.
- Children of new migrant families
- Children of service personnel
- Children supervised by Youth Justice System
- Missing children and runaways
- Children that cease to attend
- LTPS understands the potential risks and will follow the guidelines in, '*Children Missing Education' statutory guidance for Local Authorities September 2016*'.
- Little Thurrock Primary School will ensure that a procedure is in place to ensure the relevant authorities have been informed if children below statutory school age, and who are identified as vulnerable, have left the school.

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- Little Thurrock will ensure that it liaises fully with the EWO with regard to any pupil removed from the school to be home educated.

The designated safeguarding Lead/s should undergo formal training every two years. The DSL should also undergo PREVENT awareness training. In addition to this training, their knowledge and skills will be refreshed (via e-bulletins, local borough meetings, networking) at least annually in order for them to adequately fulfil the responsibilities of the post.

### **MEETINGS**

It is the responsibility of the Designated Child Protection Coordinator 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.

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is 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 Child Protection Coordinator 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)*

### **The Designated Lead will also:**

- Ensure the school's policies are understood and adhered to by all staff
- Ensure the school's safeguarding policies are regularly reviewed and shared with staff and governors
- Ensure all safeguarding policies are available to the public, and provide information to parents on the legal duties of schools to refer suspected abuse or neglect
- Link with the Local Safeguarding Board (LSCB)
- Ensure that proof is obtained that new schools/settings has received the safeguarding file for any child transferring and that any data held by schools is in line with the data protection policy

### **Professional Conflict Resolution**

*Professionals providing services to children and their families should work co-operatively across all agencies, using their skills and experience to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management. (SET procedures )*

In the event that a concern or disagreement arises over another professional's decisions, actions or lack of actions in relation to a referral, an assessment or an enquiry or when a child in need or child protection plan is not progressing, the professionals involved should attempt to resolve differences through discussions and/or meetings within one working week, or within a timescale that protects the child from harm.

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If such actions do not resolve the differences within this timescale, then the disagreement must be addressed by more senior or experienced staff.

Most day-to-day inter-agency differences of opinion will require a local authority children's social care manager to liaise with their (first line manager) equivalent in the relevant agencies, e.g.:

- A police detective sergeant;
- A designated safeguarding children health professional;
- Designated safeguarding education lead.

If agreement cannot be reached within a timescale of one week the procedures as laid down in the SET procedures (*Part B chapter 11*) will be followed. Detailed notes of meetings and discussions by each agency concerned pertaining to the issue must be kept and added to the relevant file.

### **SAFER RECRUITMENT** (see Little Thurrock Safer Recruitment policy)

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the schools recruitment and vetting process, enhanced DBS (Disclosure and barring service), DfES List 99 and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children. All staff are aware of the need to comply with statutory childcare disqualification requirements and to inform the head teacher if criteria for potential disqualification criteria are met

The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy that the LSCB Guidelines are complied with <http://www.shapingthurrock.org.uk/safeguard/> and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Lead Officer for Educational Safeguarding (Tel: 01375 652921) is available to offer advice, support and training to the school's Designated Child Protection Co-ordinator.

### **VISITORS**

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Child Protection Co-ordinator (see cover sheet) or in their absence, the Deputy Designated Child Protection Coordinator (see cover sheet). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. All staff are made aware that if they disagree with a decision not to refer, they may make a referral themselves. All staff know the processes for referral and contact details are freely available in the staffroom and this policy.

### **PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Child Protection Co-ordinator and may require further investigation.

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Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

### **(see appendix for guidance on handling disclosures )**

The Designated Safeguarding Lead or their Deputy will immediately refer cases of suspected abuse or allegations to the Thurrock MASH (Multi Agency Safeguarding Hub) team by telephone and in accordance with the procedures outlined within module 6 of the SET procedures.

The telephone referral to the MASH will be confirmed by email and sent via AVCO to the Thurrock MASH within 24 hours. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.

### **SPEAKING TO PARENTS**

All parents are made aware of the school's Child Protection Policy, through reference to it in our prospectus, and available on our website. A notice about this, the name of the Designated Person, Deputy Designated Persons and a statement explaining the school's role in referring and monitoring cases of suspected abuse is displayed in our school entrance. Where concerns are raised, the Designated Person must explain to parents that the school has a duty of care to refer to Social Care if they believe that the child or other children may be at risk of significant harm.

There are situations when seeking consent should be avoided.

- In cases of sexual abuse, where evidence could be destroyed.
- Where the risk of violence to the child or others may result.
- Where a child may be coerced into withdrawing a statement.
- Where the sharing of information with parents is best managed jointly.

The Designated Person should seek advice from Social Care and keep a record of advice given.

### **FEMALE GENITAL MUTILATION (see Little Thurrock FGM policy)**

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

*'Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses. Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.'* - (Victoria Climbié Inquiry Report).

All staff at Little Thurrock are aware of their responsibilities with regard to the statutory reporting of FGM. This informs part of the annual safeguarding training and induction processes in accordance with 'keeping children safe in Education 2018- pages 81-82 paragraph 34)

*FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining children or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)*

### **CHILD SEXUAL EXPLOITATION (CSE)**

CSE is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. It does not always involve physical activity and can happen online.

Signs include:

- Children may appear with unexplained gifts or new possessions
- Become friends with other young people involved in exploitation
- Have older girlfriends or boyfriends
- Display inappropriate sexual behaviour
- Going missing or regularly coming home late
- Regularly missing school.

Any staff having concerns regarding a child should pass these onto the DSL. The school will ensure that transition arrangements to secondary school, or a mid-phase transition, include close liaison with the new school with regard to any potentially vulnerable child.

### **SEXUAL VIOLENCE and SEXUAL HARASSMENT ( See also peer on peer abuse policy)**

Little Thurrock Primary School accepts that Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

At Little Thurrock we are committed to ensuring that:

- sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- We do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We will always address challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;
- We understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language, and will actively seek to address this through our PSHE curriculum, and as part of our school ethos.

## Safeguarding and Child Protection Policy

- We understand that for children with SEND, there is an increased need to be vigilant and not assume that behaviours or moods are linked to the child's disability, and that there may be communication barriers to overcome
- We understand that children under the age of 13 can never give consent

When dealing with disclosures regarding sexual harassment, sexual violence or harmful sexual behaviour, the school's procedures for recording and reporting disclosures should be followed.

### **PREVENT- (See Little Thurrock Preventing radicalisation policy)**

Little Thurrock Primary School is fully committed to safeguarding and promoting the welfare of all its children. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

All schools are required by law to have "*due regard to the need to prevent people from being drawn into terrorism*" (section 26 of the Counter-terrorism and Security Act 2015)

All staff receive PREVENT training as proscribed by The Home Office.

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All children will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and children will know that the school has policies in place to keep children safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- All staff understand that radicalisation and extremism can happen in any community and are aware, through training, of the signs that a young person is susceptible to radicalisation.
- The school uses '*educate.against.hate*' resources to support the planning, teaching and staff development needs with regards to the PREVENT duty.
- LTPS will take reasonable actions to ensure that all visitors working with children are adequately supervised and that all necessary induction and volunteer recruitment procedures have been followed. To minimise the potential risk of visitors providing workshops or assemblies, all such providers will be verified beforehand, including undertaking references or recommendations from schools.

### **RECORDS AND MONITORING**

## Safeguarding and Child Protection Policy

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 within our school, the status of such records and when these records should be passed over to other agencies.

- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.
- These file notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.
- If a pupil transfers from the school, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Child Protection Co-ordinator.
- Records on children transferring to another school must be signed for by the receiving school.
- All CP records for a child transferring to another school are hand delivered, where physically possible.
- When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the core group then the DSL 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 Leaders 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*)

### SUPPORTING CHILDREN AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support children through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the children and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

## Safeguarding and Child Protection Policy

- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Be aware that a prolonged period of absence or pronounced change of mood or behaviour in African females may be an indication of Female Genital Mutilation. Staff having a concern MUST make an immediate referral to the DSL.

### **ALLEGATIONS AGAINST STAFF**

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. Despite all efforts to recruit safely there will be occasions when allegations of abuse against children are raised. Procedures will be followed when there is an allegation or concern that any person who works with children, in connection with their employment or voluntary activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

These behaviours should be considered within the context of the four categories of abuse (i.e physical, sexual and emotional abuse and neglect).

#### **In the event of an allegation:**

- The Head teacher will inform the local authority designated officer (LADO) within one working day of an allegation being made and prior to any investigation taking place.
- The LADO will advise as to whether informing parents will impede any investigation, and if full or partial information sharing is recommended the Head teacher will inform parents.
- Parents will be informed immediately if an injury has occurred and medical attention needed.
- The LADO will provide advice on the information to share with the accused person.
- Subject to restrictions on the level of information to be shared, the Head teacher should, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcomes. (E.g disciplinary action, and dismissal or referral to DBS or regulatory body).
- In the event of an allegation requiring immediate attention, but is received outside of normal office hours, the DSL should consult the local authority children's care emergency duty team or local police and inform the LADO as soon as possible.
- Where the allegation is made against the Head teacher, the Chair of Governors will contact the LADO. The Chair of Governors can be contacted through the school office.
- Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

## Safeguarding and Child Protection Policy

### **The accused member of staff should:**

- Be treated fairly and honestly and helped to understand the concerns and process.
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process.
- Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered.
- As soon as possible after an allegation has been received the accused member of staff should be advised to contact their union or professional association.
- Human resources should be consulted at the earliest opportunity

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out within Section 7 of the Essex SET procedures.

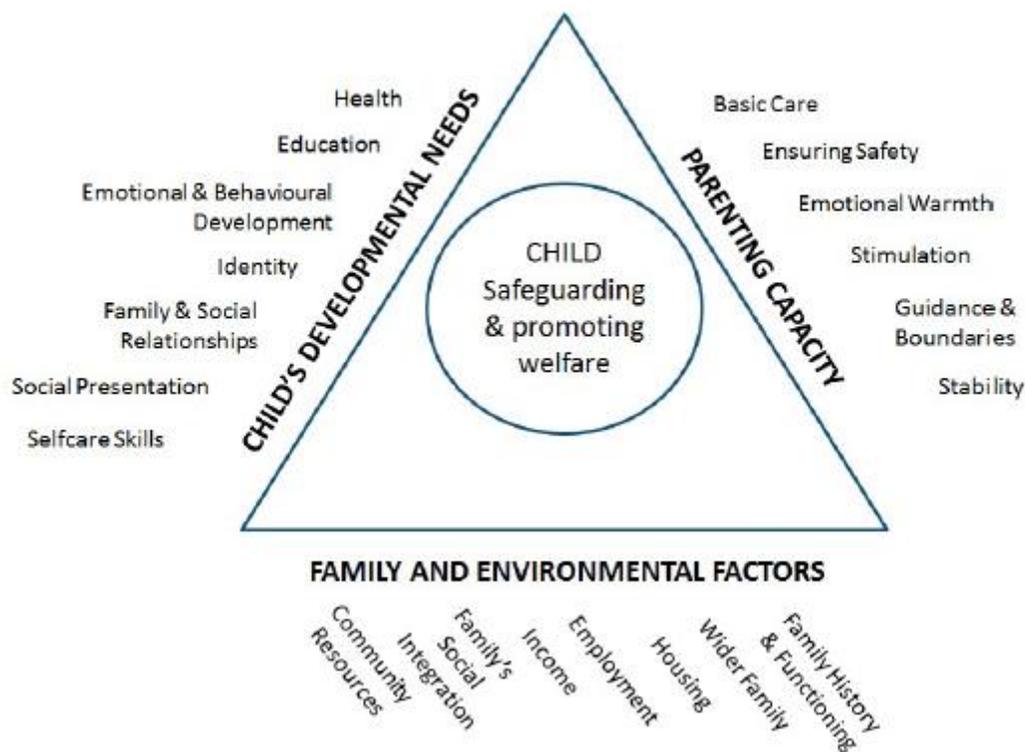
The Head Teacher or another Senior Manager should in the first instance contact the Local Authority Designated Officer (Tel: 01375 652921). Through discussion and consultation, a decision will be made whether to make a referral to Thurrock Children's Social Care Services. Where the allegation is against the Head Teacher, the Chair of Governors will take this action.

The Governing Body is responsible for ensuring the annual review of this policy and to ensure that the list of contacts is kept up to date.

Appendix 1

### Indicators of abuse or neglect

## Assessment Framework



Working Together To Safeguard Children 2018

| <b>Physical abuse</b>  |  |
|--|--|
| <i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i> |  |
| <b>Child</b>   |  |
| Bruises – shape, grouping, site, repeat or multiple  | Withdrawal from physical contact   |
| Bite-marks – site and size   | Aggression towards others, emotional and behaviour problems  |
| Burns and Scalds – shape, definition, size, depth, scars   |  |
| Improbable, conflicting explanations for injuries or unexplained injuries  | Frequently absent from school  |
| Untreated injuries   | Admission of punishment which appears excessive  |
| Injuries on parts of body where accidental injury is unlikely  | Fractures  |
| Repeated or multiple injuries  | Fabricated or induced illness -  |
| <b>Parent</b>  | <b>Family/environment</b>  |
| Parent with injuries   | History of mental health, alcohol or drug misuse or domestic violence.   |
| Evasive or aggressive towards child or others  | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury   | Marginalised or isolated by the community.   |
| Fear of medical help / parents not seeking medical help  | Physical or sexual assault or a culture of physical  |

## Safeguarding and Child Protection Policy

|                            |               |
|----------------------------|---------------|
|                            | chastisement. |
| Over chastisement of child |               |

### Emotional abuse

***Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).***

#### Child

|   |   |
|---|---|
| Self-harm   | Over-reaction to mistakes / Inappropriate emotional responses                       |
| Chronic running away  | Abnormal or indiscriminate attachment   |
| Drug/solvent abuse  | Low self-esteem   |
| Compulsive stealing   | Extremes of passivity or aggression   |
| Makes a disclosure  | Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school |
| Developmental delay   | Depression  |
| Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) | Desperate attention-seeking behaviour   |

#### Parent

#### Family/environment

|   |  |
|---|--|
| Observed to be aggressive towards child or others   | Marginalised or isolated by the community.   |
| Intensely involved with their children, never allowing anyone else to undertake their child's care. | History of mental health, alcohol or drug misuse or domestic violence.   |
| Previous domestic violence  | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                             |
| History of abuse or mental health problems  | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties   | Wider parenting difficulties   |
| Cold and unresponsive to the child's emotional needs  | Physical or sexual assault or a culture of physical chastisement.  |
| Overly critical of the child  | Lack of support from family or social network.   |

### Neglect

***Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.***

#### Child

|   |  |
|---|--|
| Failure to thrive - underweight, small stature  | Low self-esteem                                  |
| Dirty and unkempt condition   | Inadequate social skills and poor socialisation  |
| Inadequately clothed  | Frequent lateness or non-attendance at school    |
| Dry sparse hair   | Abnormal voracious appetite at school or nursery |
| Untreated medical problems  | Self-harming behaviour                           |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness                               |
| Swollen limbs with sores that are slow to heal,   | Disturbed peer relationships                     |

## Safeguarding and Child Protection Policy

|  |  |
|--|--|
| usually associated with cold injury                                      |  |
| <b>Parent</b>  | <b>Family/environment</b>  |
| Failure to meet the child's basic essential needs including health needs | Marginalised or isolated by the community.   |
| Leaving a child alone  | History of mental health, alcohol or drug misuse or domestic violence.   |
| Failure to provide adequate caretakers                                   | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                               |
| Keeping an unhygienic dangerous or hazardous home environment            | Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation   | Lack of opportunities for child to play and learn  |
| Unable to meet child's emotional needs                                   | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals                        |
| Mental health, alcohol or drug difficulties                              |  |

### Sexual abuse

***Sexual abuse involves forcing or enticing a child or young person 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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.***

### Child

|   |  |
|---|--|
| Self-harm - eating disorders, self-mutilation and suicide attempts          | Poor self-image, self-harm, self-hatred  |
| Running away from home  | Inappropriate sexualised conduct   |
| Reluctant to undress for PE   | Withdrawal, isolation or excessive worrying  |
| Pregnancy   | Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit                         |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention / concentration (world of their own)  |
| Pain, bleeding, bruising or itching in genital and /or anal area            | Sudden changes in school work habits, become truant  |
| Sexually exploited or indiscriminate choice of sexual partners              |  |
| <b>Parent</b>   | <b>Family/environment</b>  |
| History of sexual abuse   | Marginalised or isolated by the community.   |
| Excessively interested in the child.  | History of mental health, alcohol or drug misuse or domestic violence.   |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                             |
| Conviction for sexual offences  | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child.                          | Grooming behaviour   |
| Lack of sexual boundaries   | Physical or sexual assault or a culture of physical chastisement.  |



## Little Thurrock child protection policy for children

- **What to do if you feel you unsafe outside of school:**

### **“TELL SOMEONE”**

- Find a member of staff that you can talk to. This could be one of your teachers or teaching assistants, who will have a lot of experience helping children.
- This member of staff will probably be able to help but remember that if something is making you unhappy, a member of staff cannot agree to keep it a secret.
- Tell a parent/carer.
- Tell a friend whom you can trust.
- Call one of the numbers below (these numbers are free; you don't have to pay to call them).

### **What to do if you think a friend is being made unhappy:**

- Find a member of staff and tell them what has happened.
- Tell a friend.
- Tell a parent/carer
- Call one of the numbers below (these numbers are free; you don't have to pay to call them).

### **What to do if you think an adult is not behaving in the right way towards you or a friend:**

- Tell an adult you trust
- Tell one of your teachers that you trust
- Put a note (with your name on) in one of the worry boxes around the school



## **Child Protection Procedure at a Glance**

Never promise to keep a secret and always explain that you may have to share what you have been told with someone else.

If a child makes a disclosure, no matter how small it may seem, always follow this procedure:

- Listen to the child
- Do not ask leading questions (don't make suggestions or put words in the child's mouth) but you will often need to ask questions for clarification (use the approach – Tell me, Explain to me, Describe).
- Reassure the child that they have done the right thing by telling you.
- Write down what was said using the child's exact words and not your modified version (use their grammar etc). Use the blue and green disclosure forms found in all teacher cupboards in each classroom and staff room to record the conversation.
- Make sure you have information that tells you what, when, where and who.
- Pass the forms **Immediately** to one of the Designated Safeguarding Leaders (Andrew Hook, Nicola Townsend, Mary Dunn, Sally Appleton-White)
- **If a Designated Safeguarding Leader is not available then you can self-refer the concern to the Thurrock MASH Team on: 01375 652802**

Telephone referrals need to be **followed up by email to the MASH within 24hrs** and a copy sent to one of the Designated Safeguarding Leaders.

If an allegation is made against a member of staff you should follow the same procedure as above and inform a member of the Senior Leadership Team SLT -Andrew Hook; Nicola Townsend; Mary Dunn or Sally Appleton-White immediately.

If an allegation is made against the Head teacher you **must** contact the Chair of the local governing body - Mrs Denise Manson immediately via the school office.

For further information please see the Safeguarding policy; Keeping Children Safe in Education 2019; safeguarding board in staff room; staff handbook or on the school website.

