



CHILD PROTECTION POLICY

Brinsworth Whitehill Primary School
A part of Wickersley Partnership Trust

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 of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2016).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on 10/10/2016 It is due for review on October 2017.

Signature *Mrs A Lee* Headteacher Date:05/05/2017

Signature *Mrs K Fitzgerald* Chair of Governors Date:05/05/2017

Bibliography

['Keeping Children Safe in Education'](#), DfE (2016).

'Inspecting safeguarding in early years, education and skills setting', Ofsted (August 2016)

'We have the right to be safe': Protecting disabled children from abuse, NSPCC (October 2014).

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1. PURPOSE & AIMS

1.1 The purpose of Brinsworth Whitehill Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work 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 also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.

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

What is Child Abuse?

- Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.
- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Abuse may fall into a number of categories: -

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking

- the impact of new technologies on sexual behaviour, for example ‘sexting’ and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Children and young people may also be drawn into extremism and terrorism. Brinsworth Whitehill Primary School has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015.

Adult to Child Abuse

- Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults (adult to child).

Peer to Peer Abuse

- Children may also be abused by another child or children (peer to peer abuse).

Additional guidance on other safeguarding issues such as Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation, Domestic Abuse and Preventing Radicalisation is contained in Part One of ‘Keeping Children Safe in Education 2016’ along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham Safeguarding Children Board www.rotherhamscbproceduresonline.com

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children’s and learners’ health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or with disabilities*
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being

- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

Children with disabilities

The terms “disabled children” and “children with disabilities” are both widely used by professionals. We have used these terms to include all impairment groups. This enables us to focus on barriers to the wellbeing and protection of disabled children and to build on the strengths and opportunities that exist.

Research, mostly conducted outside the UK, shows that disabled children are three times more likely to be abused than non-disabled children (Jones et al. 2012). Disabled children have an equal right to protection, yet barriers can exist at all stages of the child protection process (National Working Group on Child Protection and Disability 2003). Positive action can reduce the risk and help realise disabled children’s equal right to protection.

Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children (Sullivan, Vernon and Scanlan 1987; Cross et al. 1993; Sullivan and Knutson 2000; Kvam 2004; Spencer et al. 2005); Jones et al. 2012. Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.

Bullying is a feature in the lives of many disabled children (Marchant et al. 2007; Reid and Batten 2006; Mencap 2007). Research indicates that disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children (research Executive summary 9 conducted by the NSPCC in 2013 on the experiences of 11–16-year-olds on social networking sites).

Factors that are barriers to recognising risk, that increase risk and lessen protection include:

- attitudes and assumptions that do not treat disabled children equally and have an impact on all aspects of their lives – reluctance to believe disabled children are abused, minimising the impact of abuse and mistakenly attributing indicators of abuse to a child’s impairment
- barriers to the provision of support services that lead to the disabled child and their family being isolated
- impairment-related factors such as dependency on a number of carers for personal assistance, impaired capacity to resist/avoid abuse, communication impairments and an inability to understand what is happening or to seek help
- barriers to communication and seeking help where the child’s opportunities for seeking help may be very limited
- barriers to the identification of concerns and an effective child protection response such as: lack of holistic child-focused

assessments, reluctance to challenge parents/carers and professional colleagues, a skills gap and resource constraints

Additional guidance on child protection of children with disabilities can be found

'We have the right to be safe': Protecting disabled children from abuse, NSPCC (October 2014).

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
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect

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 at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from 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. For example, Crucial Crew, PSHE work, RRSA

work, anti-bullying work, assemblies, One School One Community (OSOC) work and e-safety.

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 (2015).

3. ROLES AND RESPONSIBILITIES

| Role | Name | Contact details |
|--|---|------------------------|
| Designated Safeguarding Lead | Mrs A Lee | 01709 828242 |
| Deputy Safeguarding Lead | Mrs H Richards Mrs K Lee | 01709 828242 |
| Designated Safeguarding Officer | Mrs C Oxborough Miss R McDermott | 01709 828242 |
| Headteacher | Mrs A Lee | 01709 828242 |
| Named Safeguarding Governor | Mrs K Fitzgerald | 01709 828242 |
| Chair of Governors | Mrs K Fitzgerald | 01709 828242 |

3.1 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.

The Governing Body

3.2 The Governing Body of Brinsworth Whitehill Primary 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.

3.3 The Governing Body will ensure that:

- The Single Central Record is completed and adheres to '*Keeping Children Safe in Education*'
- 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*', Local Authority advice and the requirements of the Rotherham Local Safeguarding Children Board (LSCB) policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);

- 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. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.
- The school has due regard to the new **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 an alternate (deputy) and appropriately trained 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 of '*Keeping Children Safe in Education*' and the staff 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.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*' (2016) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures. And annex 2 of the 'Inspecting safeguarding in early years, education and skills setting', Ofsted (August 2016)
- Procedures are in place for supervision and checks of volunteers and visitors. Unchecked visitors must be escorted by a member of staff and never left unsupervised.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.
- Children and learners are taught how to keep themselves safe.
- Positive behaviour is promoted consistently. (See Behaviour Policy). Staff use effective de-escalation techniques and creative alternative strategies

that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Brinsworth Whitehill Primary School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- 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 LADO in the event of an allegation of abuse being made against a member of staff.

3. THE DESIGNATED SAFEGUARDING

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of '*Keeping Children Safe in Education*'. The DSL will provide advice and support to other staff on child welfare and child protection matters.

3.7 The DSL at Brinsworth Whitehill Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.9 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 the Rotherham LSCB. A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead is.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of '*Keeping Children Safe in Education*' (2016) and will be expected to read this.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with '*Keeping Children Safe in Education*' (2016) and advice from Rotherham LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail, text or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See example at Appendix 2)

4.5 The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham LSCB at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

4.6 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.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female

Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham LSCB at www.rotherham.gov.uk/safeguarding. The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNs

5.1 Brinsworth Whitehill Primary School adheres to child protection procedures that have been agreed locally through the Rotherham LSCB.

5.2 Every member of staff including volunteers working with children at our school is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

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

5.4 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.

5.5 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.

5.6 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. See appendix 1. In cases of peer to peer abuse there should be a distinction between incidents that should be regarded as peer-on-peer abuse and incidents that are more properly dealt with as bullying, sexual experimentation, etc. For this reason, a staff member's professional judgement plays a vital role in the identification process. It may be appropriate to regard a child's behaviour as abusive if there is a large difference in power between the people involved, the perpetrator has repeatedly tried to harm one or more people, there are concerns about the intention of the alleged perpetrator and if it is believed that the perpetrator intended to cause harm to the victim, this should be regarded as abuse even if severe harm was not actually caused.

5.7 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.

5.8 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 '*Referring Safeguarding Concerns about Children*'

5.9 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 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 designated senior person, their deputy and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 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 Safeguarding Children's Unit directly with their concerns.

5.12 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.

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (see appendix 1) They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our

safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4 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.

7. WORKING WITH PARENTS & CARERS

7.1 Brinsworth Whitehill Primary 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.

7.2 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.

7.3 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.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a 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.

7.5 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 (if different from above);
- 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.

8. CHILD PROTECTION CONFERENCES

8.1 Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and preferably the template provided. This can be obtained by contacting Sherran.finney@rotherham.gov.uk The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2016).

9.2 At Brinsworth Whitehill Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register 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

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Headteacher.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 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. This advice can be found in the guidance document '*Safer working practices for adults who work with children and young people*' (*Safer Recruitment Consortium, October 2015*). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 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.

11.3 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 Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01709 823914 or via MASH on 01709 336080.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 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 directly on 01709 823914 or via MASH on 01709 336080.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12 RELEVANT POLICIES

12.1 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 (this is not an exhaustive list):

| Policy |
|---|
| Administration of medicines |
| Allegations against staff |
| Anti-Bullying |
| Attendance |
| Behaviour and Safety of Pupils |
| Complaints |
| E-Safety |
| First Aid Procedure |
| Health and Safety |
| Intimate Care |
| PSHE |
| Safer Recruitment and Recruitment of ex-offenders |
| Staff Code of Conduct |
| Teaching and Learning |
| Volunteer |
| Whistle-blowing |

13. STATUTORY FRAMEWORK

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

- 'Working Together to Safeguard Children' DfE (2015)
- 'Keeping Children Safe in Education' DfE (2016)
- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015 version produced by the Safer Recruitment Consortium)
- www.rotherham.gov.uk/safeguarding
- 'Inspecting safeguarding in early years, education and skills setting', Ofsted (August 2016)
- 'We have the right to be safe': Protecting disabled children from abuse, NSPCC (October 2014).

| <u>CONCERN LOG - STAFF</u> | |
|---|------------------------------|
| Name of Student: Date: Name of person reporting concern: | Class: Time: Position: |
| <p><u>Nature of concern/disclosure</u></p> <p>Where were you?</p> <p>Who was there?</p> <p>What time?</p> <p>What was said?</p> <p>What was seen?</p> <p>Please indicate which category concern indicates - Abuse /Physical /Emotional /Neglect / Sexual If concern relates to radicalisation – please refer to vulnerability indicator.</p> | |
| <p><u>Signed:</u></p> <p><u>Was there an injury? Yes / No</u> <u>Did you see injury? Yes / No</u></p> <p>Please describe any injuries and complete a body plan showing approximate size and position.</p> | |
| <p><u>DSO reported to:</u> <u>Position:</u></p> | |

Date:

Time:

CONCERN LOG - STAFF

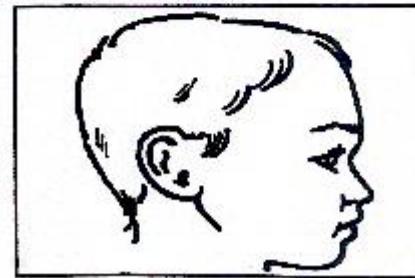
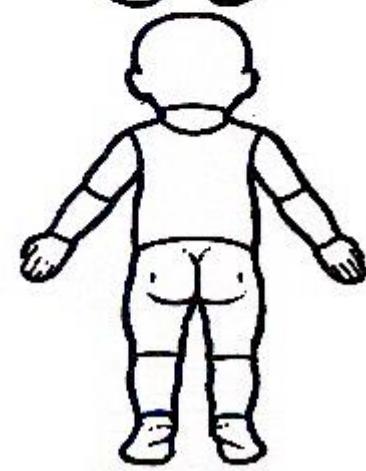
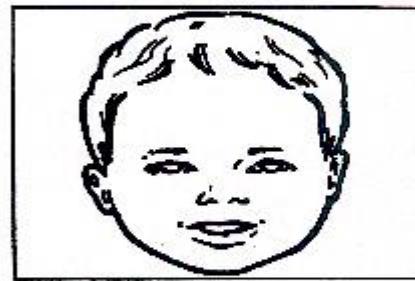
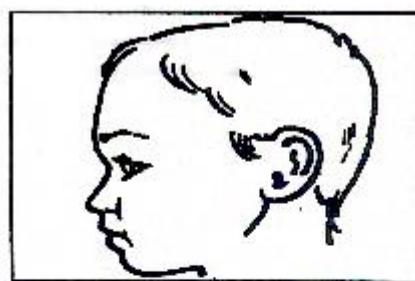
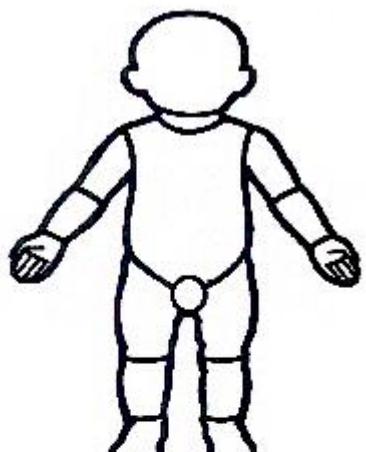
BODY PLAN - Young Child

Please describe any injuries and complete a body plan showing approximate size and position.

Name of Child:..... Completed

by:..... Date.....

Young Child



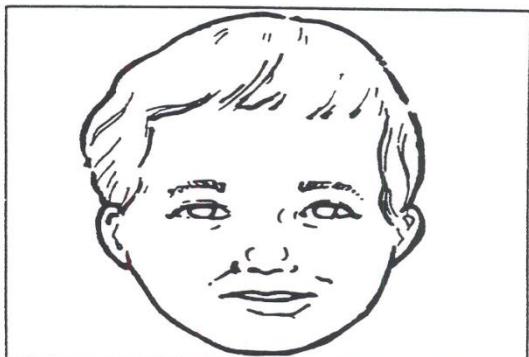
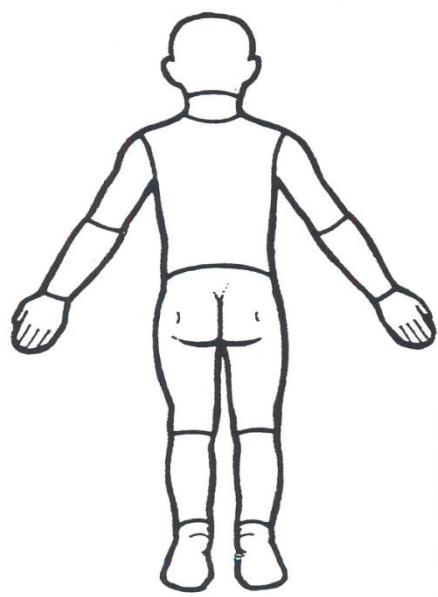
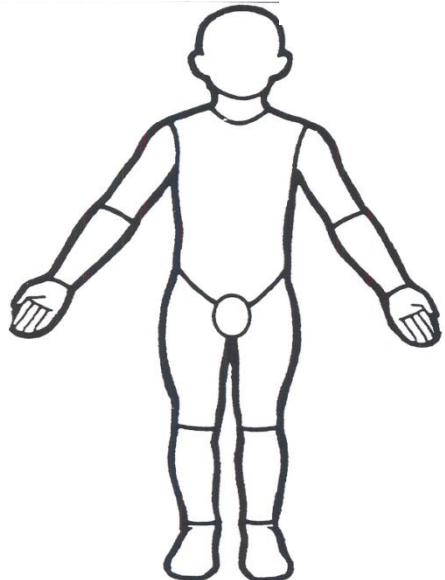
CONCERN LOG - STAFF

BODY PLAN - Older Child

Please describe any injuries and complete a body plan showing approximate size and position.

Name of Child:..... **Completed**
by:..... **Date**.....

Older Child



SAFEGUARDING OFFICER ACTION REPORT

Name of DSL / DSO:

Position:

Date completed:

| | | |
|--|---|--|
| Engagement with a group, cause or ideology | 1 | Spending increased time in the company of suspected or confirmed extremists. |
| | 2 | Change in their style of dress/personal appearance to accord with extremist group. |
| | 3 | Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause. |
| | 4 | Loss of interest in friends and activities not associated with the extremist ideology, group or cause. |
| | 5 | Possession of extremist material or symbols e.g. swastika. |
| | 6 | Attempting to recruit others to the group/cause/ideology. |
| | 7 | Communicating with others in a manner that suggests identification with an extreme group/cause/ideology. |
| | 8 | Other (<i>please specify</i>). |

Name of child:

DOB:

Address:

Parents name:

Any previous concerns logged?

Please check file

Conversation notes:

SCare / MASH / Early Help / Domestic Abuse coordinator / Parents - including telephone number and name of person spoken to. Please refer to indicators from continuum of needs or vulnerability indicator.

Parents informed? Yes / No (If No state reason)- include telephone number / name of person spoken to

Referral Yes / No

Please indicate referral to Early Help / Social services Sheffield / MASH Rotherham / Channel via MASH / Other

Please attach documents if relevant.

SAFEGUARDING OFFICER ACTION REPORT

Name of DSL / DSO:

Position:

Date completed:

Name of child:

DOB:

Address:

Parents name:



Brinsworth Whitehill Primary School
A part of Wickersley Partnership Trust

Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and discuss your concerns with them.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01709 823914 or via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead: Mrs A Lee
Contact Number: 01709 828242

Deputy: Designated Safeguarding Leads: Mrs H Richards, Mrs K Lee
Contact Number: 01709 828242

Designated Safeguarding Officers: Mrs R McDermott, Mrs C Oxborough
Contact Number: 01709 828242

Chair of Governing Body: Mrs K Fitzgerald
Contact Number: 01709 828242

At Brinsworth Whitehill Primary school we strive to safeguard and promote the welfare of all of our children.

Appendix 3: When to make a referral to MASH

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**;
- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation**;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure**,

Child Sexual Exploitation (CSE) and Safeguarding Children and Young People from Sexual Exploitation Procedure;

- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**;
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure**);
- A child is being denied access to urgent or important **Medical Assessment** or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced**);
- A child is at risk of being subjected to illegal procedures, for example:
 - **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**;
 - **Safeguarding Children and Young People from Forced Marriage Procedure**;
 - **Safeguarding Children and Young People from Honour Based Violence Procedure**;
 - There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and **National Referral Mechanism: guidance for child first responders (Home Office, August 2013)**).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**;
- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse**;
- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**;
- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure**.

For information about thresholds, see [Multi-Agency Threshold Descriptors](#).

Please note this list is not exhaustive.

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's Unit (LADO/Duty Advice): All new referrals in relation to LADO go to MASH

- 01709 336080

Education Safeguarding Officer – Sherran Finney

- 01709 822690 or by e-mail on Sherran.finney@rotherham.gov.uk

Rotherham LSCB
www.rotherham.gov.uk/safeguarding

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111