



Butts Grove Way  
Huntingdon  
PE29 1PE

Headteacher: Mr D Jones  
[www.thongsleyfields.org](http://www.thongsleyfields.org)

Thongsley Fields Primary & Nursery School

# Safeguarding Policy

Keeping Children & Adults Safe

Version: 1

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**1. Key Contacts**

Role	Name	Telephone	Email
Designated Safeguarding Lead	Stella Frampton SENCo	(01480) 375321	sframpton@thongsleyfields.org
Deputy Designated Safeguarding Lead	David Jones Headteacher	(01480) 375321	head@thongsleyfields.org
Deputy Designated Safeguarding Lead	Sarah Matthews Deputy Headteacher	(01480) 375321	smatthews@thongsleyfields.org
Deputy Designated Safeguarding Lead	Philie Forster EYFS Lead	(01480) 375321	pforster@thongsleyfields.org
	Laura McKenna KS1 Lead	(01480) 375321	lmckenna@thongsleyfields.org
	Tina Duffy UKS2 Lead	(01480) 375321	tduffy@thongsleyfields.org
Single Point of Contact (SPOC)	Stella Frampton SENCo	As above	As above
Safeguarding Governor			

Name	Telephone	Email
Multi-Agency Safeguarding Hub (MASH)	0345 045 1362	
Emergency Duty Team (Out of hours)	(01733) 234724	
Early Help Hub (EHH)	(01480) 376666	
Police Child Abuse Investigation Unit	101 999 (in an emergency)	mash.cp@cambs.pnn.police.uk
Designated Officer (LADO)	(01223) 727967	Amanda Harrison / Lynn Chesterton

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures  
<https://www.cambslscb.co.uk>

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**2. Introduction**

- 2.1. Thongsley Fields Primary School fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.
- 2.2. This responsibility is more fully explained in the statutory guidance for schools and colleges *'Keeping Children Safe in Education'* (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).
- 2.3. Staff should read the above document together with *'Annex A'* of *'Keeping Children Safe in Education'* (September 2018) and *'What to do if you're worried a child is being abused: Advice for practitioners'* (March 2015)
- 2.4. Through their day-to day contact with pupils and direct work with families, all staff in school have a responsibility to:
- Identify concerns early to prevent them from escalating
  - Provide a safe environment in which children can learn
  - Identify children who may benefit from early help
  - Know what to do if a child tells them he/she is being abused or neglected
  - Follow the referral process if they have a concerns (See *Keeping Children Safe in Education* (2018), flowchart p13)
- 2.5. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.
- 2.6. The policy is consistent with the Local Safeguarding Children Board (LSCB) procedures.
- 2.7. There are four main elements to our policy:
- PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
- PROCEDURES** for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
- SUPPORTING VULNERABLE CHILDREN** - those who may have been abused or witnessed violence towards others
- PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** - processes are followed to ensure that those who are unsuitable to work with children are not employed.
- 2.8. Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, administrators as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school or any of the school governors.
- 2.9. The school recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally made by the school's Designated Safeguarding Leads, as this aids consistency and careful monitoring. However, in an

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emergency or a genuine concern that appropriate action has not been taken, other staff members can speak directly to Children's Social Care.

2.10. This policy is available to parents on request and is on the school website.

### **3. PREVENTION**

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

3.2. This school will therefore:

3.2.1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

3.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and that their concerns will be taken seriously and acted upon as appropriate;

3.2.3. engage fully in the Early Help process to maximise the opportunity for timely intervention;

3.2.4. include in the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and virtual world and information about who to turn for help;

3.2.5. include, in the curriculum, material which will:

- help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
- embed online safety at every relevant opportunity;

3.2.5 ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

### **4. PROCEDURES**

4.1. The school will follow the procedures set out in the Cambridgeshire & Peterborough Local Safeguarding Children Board 'Inter-Agency Procedures.' A copy of these procedures can be found on the LSCB website: <http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures>

4.2. The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time, resources and training to undertake her/his duties agreed. (See *Keeping Children Safe in Education 2018 Annex B*).

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- 4.2.1. The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.
  - 4.2.2. Contingency arrangements are in place should the Designated Safeguarding Lead not be available.
  - 4.2.3. The DSL and/or a deputy will always be available during school hours. Mobile telephone numbers of the DSL and deputies are made available to staff outside of these times.
  - 4.2.4. It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.
  - 4.2.5. The DSL and DPs should undergo the two-day training provided by the Education Child Protection Service, and update this training every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.
- 4.3. The Governing Body has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.
- 4.3.1. Governing bodies should ensure every member of staff and every governor knows:
    - the name of the designated person/s and their role
    - how to identify the signs of abuse and neglect
    - how to pass on and record concerns about a pupil
    - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
    - that they have a responsibility to provide a safe environment in which children can learn
    - where to find the Inter-Agency Procedures on the LSCB website
    - their role in the Early Help process
    - the process for making referrals to Children's Social Care.
  - 4.3.2. Governing bodies should ensure that all staff members have satisfactory checks, including DBS, in place and undergo safeguarding and child protection training **at induction**. The training content should be regularly updated, in line with *Keeping Children Safe in Education*.
  - 4.3.3. As safeguarding is too big to rely on a single training session, opportunities will be created for regular staff updates and sharing of information.
  - 4.3.4. Governing bodies should ensure that volunteers are subject to a risk assessment to determine the level of checks required.
  - 4.3.5. Governing bodies should ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school brochure and website.
  - 4.3.6. Governing bodies should ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

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- 4.3.7. Governing bodies should ensure that this policy is available publically, either via the school website or by other means.
- 4.3.8. Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.

#### **4.4 Liaison with Other Agencies**

The school will:

- 4.4.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils;
- 4.4.2 cooperate as required, in line with '*Working Together to Safeguard Children*' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;
- 4.4.3 notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
  - there is an unexplained absence of as pupil who is subject to a Child Protection Plan
  - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 4.4.4 ensure that when a pupil who is subject to a child protection plan leaves, information is transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.
- 4.4.5 follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements. i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days.

#### **4.5 Record Keeping**

The school will:

- 4.5.1 keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;
- 4.5.2 ensure all paper records are kept securely, separate from the main pupil file, and in a locked location;
- 4.5.3 ensure that electronic records are stored on an identified, purpose-built, secure platform (e.g. MyConcern);

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- 4.5.4 make parents aware that such records exist, except where to do so would place the child at risk of harm.
- 4.5.5 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with '*Keeping Children Safe in Education*' (September 2018) and the '*Education Child Protection Record Keeping Guidance*'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- 4.5.6 All actions and decisions will be led by what is considered to be in the best interests of the child.

#### **4.6 Confidentiality and information sharing**

- 4.6.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- 4.6.2 ensure that staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 4.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in '*Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,*' DfE, July 2018).
- 4.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent or any other request to see child protection records, they will refer the request to the DSL or Headteacher.
- 4.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Headteacher or Designated Safeguarding Lead/Personnel will:

- 4.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis only. Parental consent may be required.
- 4.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 4.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See '*Working Together to Safeguard Children,*' July 2018)
- 4.6.9 Seek advice about confidentiality from outside agencies if required. (See '*Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,*' DfE, July 2018).

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- 4.6.10 Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.

#### 4.7 Communication with parents/carers

The school will:

- 4.7.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties and obligations in the school brochure/on the school website;
- 4.7.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents;
- 4.7.3 seek advice from Social Care if it believes that notifying parents could increase the risk of harm to the child. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- 4.7.4 record what discussions have taken place with parents using the school's electronic recording system (MyConcern) as appropriate. If a decision has been made not to discuss with parents, the reasons why should also be recorded as above. Records may subsequently be disclosed to relevant partner agencies if Child Protection proceedings commence

#### 5 SUPPORTING VULNERABLE CHILDREN

- 5.1 At Thongsley Fields, we recognise that **any** child may be subject to abuse and neglect and as such will support all children by:
- 5.1.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 5.1.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 5.1.3 Applying the school's behaviour policy effectively.
- 5.1.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 5.2 The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those who have been abused or who have witnessed violence and may find it difficult to develop a sense of self-worth and to

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view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

- 5.3 The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn.
- 5.4 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 5.5 The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 5.6 The school will support the pupil through:
- 5.6.1 the content of the curriculum to encourage self-esteem and self-motivation;
  - 5.6.2 the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
  - 5.6.3 liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Service;
  - 5.6.4 a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
  - 5.6.5 recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection; they may also be young carers;
  - 5.6.6 vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**
  - 5.6.7 When a child is missing from education, the school will follow the procedures as set out in Peterborough's Children Missing from Education Guidance.
  - 5.6.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

**5.7 Children with Disabilities, Additional Needs or Special Educational Needs**

- 5.7.1 We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

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- 5.7.2 The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- 5.7.3 As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.
- 5.7.4 The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 5.7.5 Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.
- 5.7.6 We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

## **5.8 Young Carers**

- 5.8.1 The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.
- 5.8.2 School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

## **5.9 Substance Misuse and Child Protection**

- 5.9.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse;

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- where the misuse indicates an urgent health or safeguarding concern;
- where the child is perceived to be at risk of harm through any substance associated criminality.

#### **5.10 Children of Substance Misusing Parents/Carers**

5.10.1 Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

5.10.2 When the school receives information about drug and alcohol abuse by a child's parent/carers they will follow appropriate procedures.

5.10.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

#### **5.11 Domestic Abuse**

5.11.1 Domestic abuse defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members. Victims are not confined to one gender or ethnic group. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

5.11.2 This non-legal definition also includes so called 'honour based violence', female genital mutilation and forced marriage. Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse.

5.11.3 Where there is domestic abuse in the family, the children/young people will always be affected. The longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

5.11.4 The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi Agency Risk Assessment Conference (MARAC) safety plan as required.

#### **5.12 'Honour Based' Violence including Female Genital Mutilation (FGM)**

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- 5.12.1 So-called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.
- 5.12.2 Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.
- 5.12.3 Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.
- 5.12.4 The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if against the pupil's wishes. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.
- 5.12.5 In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report **known** cases of FGM in under-18s, which they identify in the course of their professional work, to the police. **Teachers should still consider and discuss any such case with the DSL** and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

### 5.13 Child Sexual Exploitation (CSE)

- 5.13.1 Sexual exploitation is a form of child sexual abuse and can have a serious impact on every aspect of the lives of those involved. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator.
- 5.13.2 Staff are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.
- 5.13.3 Potential indicators of sexual exploitation will be addressed within staff training. However, it is important to be aware that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse.
- 5.13.4 The victim may have been sexually exploited even if the sexual activity appears consensual.
- 5.13.5 Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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- 5.13.6 The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of CSE.

**5.14 Child Criminal Exploitation : County Lines**

- 5.14.1 Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.
- 5.14.2 This activity can be perpetrated by groups or individuals, males or females, young people or adults.
- 5.14.3 Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can appear to be consensual.
- 5.14.4 Key to identifying potential involvement in county lines are episodes of missing.
- 5.14.5 School child protection procedures will be followed where concerns are raised.

**5.15 Children Frequently Missing Education**

- 5.15.1 School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.
- 5.15.2 The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.
- 5.15.3 The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.
- 5.15.4 When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

**5.16 Children with Family Members in Prison**

- 5.16.1 These children are at risk of poor outcomes including poverty, stigma. Isolation and poor mental health.
- 5.16.2 Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.

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- 5.16.3 Thongsley Fields is committed to supporting the children and young people who have a parent or close relative in prison, and to minimise the risk of them not achieving their full potential.
- 5.16.4 Information shared by the family will be treated in confidence and will be shared on a 'need to know' basis.
- 5.16.5 We will work with the family to find the best ways to support the child/ren.

**5.17 Peer on Peer Abuse**

- 5.17.1 We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse.
- 5.17.2 All forms of peer on peer abuse are unacceptable and will be taken seriously.  
  
The school will therefore:
  - 5.17.3 create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated;
  - 5.17.4 provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators;
  - 5.17.5 ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up;
  - 5.17.6 include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online;
  - 5.17.7 provide high quality Relationship and Sex Education (RSE), including teaching about consent;
  - 5.17.8 ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse and that victims are supported appropriately;
  - 5.17.9 ensure that consideration will always be given to the welfare of both the victim(s) and the perpetrator(s);
  - 5.17.10 provide high quality Relationship and Sex Education (RSE), including teaching about consent.
  - 5.17.11 Additional guidance on sexting can be found in '*Sexting in schools and colleges: Responding to incidents and safeguarding young people*' published by the UK Council for Internet safety (UKCCIS).

**5.18 Child on Child Sexual Violence and Harassment**

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- 5.18.1 Children's sexual behaviour exists on a wide continuum. Occasionally, sexual behaviour may give cause for concern, and may be considered harmful. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.
- 5.18.2 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.
- 5.18.3 Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone.
- 5.18.4 Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.
- 5.18.5 Sexual violence and sexual harassment will not be tolerated and is not an inevitable part of growing up.**
- 5.18.6 The response to a report from a child is important. All victims should be reassured that they are being taken seriously and that they will be supported and kept safe. The wishes of the victim in terms of how they want to proceed following a report should be taken into account, to allow them as much control as possible whilst the investigation progresses.
- 5.18.7 Any referral should follow the child protection procedures outlined in this policy.
- 5.18.8 Further guidance can be found in '*Sexual violence and sexual harassment between children in schools and colleges*'. DfE May 2018
- 5.18.9 Relationship and Sex Education (RSE) will include teaching about consent.

**5.19 Prevention of Radicalisation**

- 5.19.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.19.2 Whilst Thongsley Fields values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 5.19.3 The school fully recognises its statutory duty to identify and support pupils at risk, and is clear that this exploitation and radicalisation should be viewed as safeguarding concern.

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5.19.4 The school governors, the Head Teacher/Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, anti-bullying policy, online-safety and other issues specific to the school's profile, community and philosophy.

5.19.5 The school's SPOC (Single Point of Contact) will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

## **5.20 Children who have returned home to their family from care**

5.20.1 The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter - Agency Procedures.'

## **5.21 Privately Fostered Children**

5.21.1 Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

5.21.2 The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

## **6 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

6.1 The school will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to '*Keeping Children Safe in Education*'. (DfE 2018). This section should be read in conjunction with the school's Safer Recruitment Policy.

6.2 The governing body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

6.3 School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

6.4 Any allegation against a member of staff or volunteer must be reported to the Headteacher without delay unless the Headteacher is the subject of the allegation when the Chair of Governors must be informed. The school will follow the procedures set out in Part four of '*Keeping Children Safe in Education*' (2018).

6.5 In the event of an allegation being made against a member of staff, consultation with the Designated Officer from the local authority (LADO) will take place within one working day. Following consultation, the referrer will advise on all further action to be taken.

6.6 The school will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the LADO as doing so may compromise any police investigation.

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- 6.7 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. Thongsley Fields recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**
- 6.8 Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.
- 6.9 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 6.10 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.
- 6.11 All staff have been given a copy of *Guidance for safer working practice for those working with children and young people in education settings (2015)* as part of their induction and have signed as an undertaking that they will comply with this guidance.
- 6.12 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 6.13 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 6.14 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.
- 6.15 In accordance with regulations, Thongsley Fields will ensure that staff are aware of legislation which may cause them to be disqualified.

## **7 Other Related Policies**

### **7.1 Whistle-blowing**

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

### **7.2 Physical Intervention**

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

### **7.3 Bullying**

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Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **7.4 Health and Safety**

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **7.5 Children with Special Educational Needs and Disabilities**

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

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

**Staff across the school community will remain vigilant and observant to these additional challenges, and be particularly sensitive to signs of abuse.**

### **7.6 Online Safety and Acceptable Use Policy**

Our policy is set out in a separate document and is reviewed annually. Online safety is included in the curriculum at all levels and information will be provided to parents.

### **7.7 Use of Mobile Phones Policy**

Our policy on the use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, pupils, volunteers and parents/carers.

### **7.8 Extended Schools and Before and After School Activities**

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

### **7.9** This policy also links to our policies on:

Behaviour  
Code of Conduct for All Adults

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Whistleblowing  
Allegations against staff  
Anti-Bullying  
Parental concerns  
Attendance  
Curriculum  
PSHE, including drug education and sex education  
Teaching and Learning  
Administration of medicines  
Risk assessment  
Recruitment and selection  
Intimate Care

## **8 Monitoring & Evaluation**

8.1 Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

## **9 Complaints**

9.1 If a parent wishes to complain about this policy they should, in the first instance, raise it informally with the Designated Safeguarding Lead who will try to resolve the situation. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

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## Appendix A

### FOUR CATEGORIES OF ABUSE

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

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate.

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

**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.

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This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.