Giffards Primary School

Child Protection and Safeguarding Policy

School lead for this policy:	Mrs N Haslam-Davis - Headteacher
Committee with oversight for this policy	FGB – Pupil matters
Policy last reviewed	September 2023
Date for next review	Autumn 2024
Signed –chair of Governors	
Signed - Headteacher	Mrs N Haslam-Davis

This policy is to be reviewed annually

DESIGNATED SAFEGUARDING LEAD:	Mrs V Teager (AHT and SENco)
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs N Haslam-Davis - Headteacher
DESIGNATED SAFEGUARDING GOVERNOR:	Mr D Stubbings

KEY CONTACTS WITHIN THE SCHOOL as of September 2023

DESIGNATED SAFEGUARDING LEAD:
NAME: Inclusion Manager/AHT Mrs V Teager
DEPUTY DESIGNATED SAFEGUARDING LEAD
NAME: Headteacher - Mrs Nicky Haslam-Davis
Contact Number: 01375 672138
GOVERNOR FOR CHILD PROTECTION/Safeguarding
NAME: Mr D Stubbings

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Thurrock's Local Safeguarding Children Partnership are able to provide advice and consultancy.
The Local Authority designated officer (LADO) Sharon Owen, can be contacted on **01375 652921**
In an emergency outside office hours contact the Emergency Duty Team on **01375 372468**

Marie Jerman (Admin): Monday – Friday: 07762 406 606
Sharon Owen (LADO): Monday, Tuesday, Friday: 01375 652733 or 07738821584
Trevor Willis (Service Manager, Plans & Reviews) Wednesday, Thursday: 01375 652733 or 07565 620 631

Any queries or referrals please email **LADO@thurrock.gov.uk** with your contact information and someone will respond to you.

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CHILD PROTECTION POLICY FOR GIFFARDS PRIMARY SCHOOL

1. Introduction

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, 2021)

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping children safe in education 2023.pdf
- the school Staff Behaviour policy (called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)
- Anti bullying policy
- Positive Behaviour policy
- Attendance policy
- Physical Contact with Pupils in school policy.
- Mobile Phones in School policy

Safeguarding and promoting the welfare of children *(everyone under the age of 18)* is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Statutory framework

There is government guidance set out in Working Together (HMG, 2018) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health Service) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the Thurrock Local Safeguarding Children Partnership.

The arrangements for partnership working in Thurrock are here.

Section 175 of the Education Act 2002 *(Section 157 for Independent schools)* places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

In Thurrock, all professionals must work in accordance with the SET Procedures (update 2022) . Our school also works in accordance with the following legislation and guidance *(this is not an exhaustive list)*:

- KCSIE 2023
- Working Together To Safeguard Children DFE 2018
- Preventing and Tackling Bullying DFE 2017
- Education Act (2002)
- Counter-Terrorism and Security Act (HMG, 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Children and Social Work Act (2017)
- Working together to improve school attendance May 2022
- Children Missing Education - statutory guidance for local authorities (DfE, 2016)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2018)
- Data Protection Act (2018)
- What to do if you're worried a child is being abused (HMG, 2015)
- Searching, screening and confiscation (DfE, 2018)
- Children Act (1989)
- Children Act (2004)
- Preventing and Tackling Bullying (DfE, 2017)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)
- Preventing youth violence and gang involvement (Home Office, 2015)
- Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)
- Teaching on-line safety in schools (DfE, 2019)
- Mental Health and Behaviour In Schools DFE 2018
- Promoting Children and Young People's Emotional Health and Wellbeing PHE

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

The governing body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governor for safeguarding arrangements is named on the front cover of this document. This governor takes leadership responsibility for safeguarding arrangements in our school. The governing body ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (also named on the front cover).

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's Pre Employment checks and Recruitment procedure polices for further information, copies can be requested from the school office). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Thurrock Children's Social Care are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead/s will act in their absence.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, she ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – they must not assume that others have taken action.

Where services/activities are provided separately by another body from the school site
The governing body, Headteacher and SLT ensure that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including

inspecting these as needed) they ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing body and headteacher ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.
The only provider operating from Giffards Primary school is Junior Adventure Group (JAG)
Link to JAG information including safeguarding policies

JAG are Ofsted registered and copies of their safeguarding policies are held by the school

4. Types of abuse / specific safeguarding issues (see section 5 Procedures on how to deal with issues)

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

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection, **see Appendix 1**. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Other safeguarding issues all staff should be aware of include:

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

All staff should be aware that children can abuse other children (previously referred to as peer on peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to the designated safeguarding lead (or deputy).

Child on child abuse can manifest itself in many ways. Child on child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);

• abuse in intimate personal relationships between peers;

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence,(this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff play an important role in preventing peer on peer abuse: staff must respond and challenge inappropriate behaviours between peers, many of which are listed above. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Such behaviours will not be tolerated

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Any known incidents are reported and recorded – this is included in the safeguarding report to Governors on a termly basis

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. At Giffards Primary, we follow the KCSIE definition of Child Sexual Exploitation (CSE)

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited.

Further information about CSE including definitions and indicators is included in Annex B of KCSIE.

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

Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

Staff must liaise with the DSL if they are concerned as to whether a child may show some of the indicators below

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education

Further information about CCE including definitions and indicators is included in Annex B of KCSIE.

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

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

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

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gang

Children with special educational needs and disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionally impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Children missing or absent from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing or absent from education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence (see attendance policy) and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency. Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

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

Sexual violence and/or sexual harassment ***(see also section 427 onwards in KCSIE)***

This must be read in conjunction with https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Sexual violence and sexual harassment can occur between two or more children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. **All staff working at Giffards are advised to maintain an attitude of 'it could happen here'.**

To ensure we build a culture of safe behaviour, school will address inappropriate behaviour (even if it appears to be relatively innocuous) **as this** helps prevent problematic, abusive and/or violent behaviour in the future. We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and it will not be tolerated. We do not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends this school also. As set out in Part one of KCSIE, we are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships *(see also sections on child sexual exploitation and child criminal exploitation).*

Any report of sexual violence or sexual harassment (either reported, seen or overheard) will be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual

harassment and more likely it will be perpetrated by boys but staff must be aware this could happen to any child and be vigilant at all times

All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Any reports of sexual violence should be immediately reported to the DSL and our reporting and recording procedures followed, reports must be logged to safeguard and if appropriate a risk assessment put in place

All staff should act in the best interests of the child. In all cases, the school will follow general safeguarding principles as set out throughout this policy. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Mental Health

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken in line with school policy and procedure.

PREVENT - Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

Any concerns that one of our pupils is at risk in this respect will be referred to the Thurrock multi agency safeguarding Hub (MASH) (Tel: 01375 652802) see **appendix 2** for the indicators of vulnerability to radicalisation

Online Safety - see also online safety policy

It is essential that children are safeguarded from potentially harmful and inappropriate online material. we have a robust online safety policy that includes an acceptable use agreement policy, pupil and parent AUAP and remote learning protocols. Alongside this we have updated corresponding policies such as social media and mobile phone and devices policy. We have an effective whole school approach to online safety to protect and educate pupils and staff in their use of technology and an established monitoring mechanism to identify, intervene in, and escalate any concerns where appropriate. This is used for all school owned devices (for pupils and staff) on and off site. Staff receive annual training including around the monitoring and filtering of all school owned devices

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk: these are covered in the school schemes of work.

• **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

• **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

• **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

• **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in online safety/digital literacy is therefore an essential part of the school's online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience.

Effective Safeguarding Curriculum

Educating children about safeguarding and Online safety should be a focus in all areas of the curriculum and staff should reinforce safety including online safety messages across the curriculum. The school curriculum including the online safety is broad, relevant and provides progression, with opportunities for creative activities taught and delivered through the following ways:

•A planned safety curriculum including online safety curriculum is provided as part of Computing/PHSE/relationships education and other lessons and is regularly revisited
•Key safety/online safety messages are reinforced as part of a planned programme of assemblies and PSHE activities
•Pupils are taught in all lessons to be critically aware of the materials/content they access including on-line and are guided to validate the accuracy of information.
•Students/pupils are helped to understand the need for the student/pupil acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school.
•Staff should act as good role models at all times including in their use of digital technologies, the internet and mobile devices

•Where students/pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit.
- Within our curriculum we ensure that LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum

Mobile Phones and other devices – see section 14 below
The use of Mobile phones, mobile device technology and social media is covered in their own policies.

Staff IT usage
Workers must not use school equipment, networks or system to access, download, send or receive, store, create, copy or distribute any material which may be malicious, illegal, libellous, immoral, dangerous or offensive (this includes but is not limited to pornographic, sexual, violent or criminal content and racist, sexist, or otherwise discriminatory material).

Filtering systems:
We use London Grid for Learning (LGFL) as our filtering service to ensure that children are safe (including from terrorist and extremist material) when accessing the internet in school.

Monitoring system:
We subscribe to and use Entrust Digital Monitoring Service, this is a key stoke system that picks up any inappropriate typed words/phrases/content, where what is captured is reviewed by a person in real time who then grades any content to make a decision on its severity. The school is immediately alerted for grade 3 captures and higher. This provides us with a comprehensive eSafety solution for keeping users safe online, while allowing access to all the benefits of the online world. We also receive weekly scheduled summary reports around all ICT usage.

Entrust monitors all school owned PCs and laptops and analyses the captures for in school computer equipment during office hours of term time and all the time including holidays for staff log ins and laptops. The captures and reports are assessed according to the level of risk in line with guidance from:

Reporting Captures
Each capture is graded a level of severity on a scale of 1 - 5. If any captures showing grade 3,4 or 5 are detected, Entrust will flag this with school with an explanation as to why and a response from school is required. Mrs Haslam-Davis, Mrs Teager and Mrs Halls are alerted by email to any Grade 3, 4 and Grade 5 captures requiring attention the DSL(Mrs Teager) takes the lead on investigating,. These are logged to our Safeguard system as Captures and actions that are taken are logged.

All our actions and comments are recorded. Captures are graded in accordance with the following Risk Levels:
- Grade 1: False positive - no problem
- Grade 2: Inappropriate content or behaviour -
- Grade 3: Potentially unsafe content or behaviour
- Grade 4: Serious, non-urgent child safety threat
- Grade 5: Serious and urgent child safety threat - present or imminent danger

If a capture is in regard to an adult this would be investigated and referred to the LADO where necessary.

Remote learning
Only secure learning platforms will be used (such as but not limited to Google classroom /maths shed/TTRS/spelling shed). These are suitable for the children's age group, stage of development and ability. The school will always set up school accounts for any online platforms and the children will have a secure log in.

Livestreaming and recording sessions
Live lessons will only take place to support remote learning where a pupil is isolating at home this is with the permission of SLT. All links to live sessions must be posted in either google classroom or the schools VLE (such as Purple mash) to avoid unauthorised access or viewing.

All pupils must use own log in details

No access will be allowed into live sessions from unauthorised email addresses

All live lessons must use google classroom unless permission has been given for an alternative and safe platform and follow the agreed protocol – see online safety policy
Teachers need to remain alert to any risks and take appropriate actions to minimise harm.
All live lessons if on a 1 to 1 basis must be recorded to allow for monitoring for safeguarding purposes
SLT must be invited to join all classes for monitoring – this must be available at all times
All live lessons/interaction with pupils must be in accordance with the online safety and Child Protection policy and be done from school equipment
Any safeguarding concerns must be logged and followed up in accordance with school policies

1:1 and small group live lessons
These are permitted when circumstances mean remote learning is needed or as part of educating the children in their use in school. Small group and 1:1 sessions allow children to still benefit from interventions and individualised work necessary for their education or welfare needs

All lessons must be recorded for safeguarding purposes
All protocols should be followed and staff remain alert to any risks and take appropriate actions to minimise harm.

Maintaining professional boundaries
Adults should always maintain professional relationships with children and young people.

Staff must abide by our code of conduct and make it clear how they expect pupils to behave.
Staff recording or live streaming lessons, must make sure they are in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
Staff should make sure that children are in a neutral area if they can be seen on camera.

Contacting children at home
Unless there are exceptional circumstances – such as school closure/remote working, contact should only ever be made via school accounts (via email or online platforms/school phone number) never teachers' personal accounts or phone numbers.

School staff should only contact children during normal school hours, or at times agreed by the school leadership team

If no contact can be made and staff/pupils are working remotely, Staff have permission to contact families/children individually, for example to give feedback on homework. Staff must make sure any phone calls are made from a blocked number so teacher's personal contact details are not visible.

Personal numbers must be withheld and teachers should talk to a parent in the first instance. If a parent gives permission and remains in the room, staff can talk to pupils individually.

Information security and access management
Our Online safety Policy sets out the systems in place to ensure the security and access management of all computers and school owned mobile devices does not put children at risk

Reviewing online safety
We review our Online safety policy annually after considering and reflecting on the risks that children face.

5. Procedures

Staff must maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

If staff have **any concerns** about a child's welfare, they should act on them **immediately.** Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

If staff have a concern, they should speak to the designated safeguarding lead (or deputy). Any staff member or visitor to the school must refer any concerns or disclosure of abuse to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the **Multi Agency Safeguarding Hub (MASH)** on **01375 652802**

Once the information has been passed to the DSL, this must be logged to safeguard (MDAS to use paper cause for concern sheet which must be passed to the DSL immediately and a copy retained by the staff member)

The DSL will then follow the following options:

- managing any support for the child internally via the school's own pastoral support processes;
- undertaking an early help assessment; or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

See **appendix 3** for a flow chart setting out the process for staff when they have concerns about a child.

The **designated safeguarding lead** (DSL) or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. All actions must be logged to safeguard

Information sharing

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Staff must be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a 'child in need' or a 'child protection' plan).

Operation encompass
We are working in partnership with Essex Police and Thurrock Children's Services to identify and provide appropriate support to pupils who have experienced domestic abuse in their household, this scheme is called Operation Encompass. In order to achieve this, Essex Police will share information of all medium/high risk domestic violence incidents where one of our pupils have been present, with the Designated Safeguarding Leads.

On receipt of any information, the Designated Safeguarding lead will decide on the appropriate support the pupil requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with safeguarding and child protection regulations. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy using Safeguard.

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Thurrock Safeguarding Children partnership guidelines LSCP
- SET Procedures (2019)(Southend, Essex and Thurrock) Child Protection Procedures
- KCSIE 2022
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- FGM act(HMG. 2003) serious crime act 2015 (home office, 2015)
- Working Together to Safeguard Children (DfE, 2018)

Seeking advice
The school may also seek advice from MASH **(see appendix 4)** or a Social worker or allocated Early offer of help/prevention and support service PASS practitioner /social worker/, if we are unsure how to respond to a concern. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the MASH for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the designated lead (and deputy) and how to share concerns with them.

The telephone referral to Thurrock Social Care Direct must be confirmed in writing within 48 hours on an inter-agency referral form / CAF. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.

The school will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from the MASH team/ and or Police in making decisions about when it is appropriate to share information with parents/carers.

Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

6. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Thurrock Safeguarding Children Partnership (LSCP).

Recruitment of staff -- the school follows Juniper Education Recruitment Procedure which is in line with KCSiE requirements for the Recruitment and Selection process when appointing new staff.
In addition, as part of the shortlisting process we inform candidates that school will carry out an online search as part of their due diligence on the shortlisted candidates to help identify any incidents or issues that have happened, and are publicly available online, which the school will explore with the applicant at interview.

Induction of staff

When a new member of staff starts at Giffards there is a rigorous induction process. Clear explanations and copies of policies are shared around key aspects of safeguarding including but not exclusively

- Child protection and safeguarding policy (which includes the policy and procedures to deal with child-on-child abuse)
- Positive behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- staff code of conduct policy this includes amongst other things, the policy and procedures for low-level concerns, allegations against staff and whistleblowing
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- the role and name and of the designated safeguarding lead and deputy DSLs.
- a copy of Part one (or Annex A, if appropriate) of this KCSIE

In addition, all staff members receive safeguarding and child protection updates as required including regular training around online safety and filtering and monitoring this happens at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of child protection training undertaken is logged on the safeguarding report to Governors (Termly) and kept for all staff and governors.

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff training.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

Governor training. Governors complete KCSIE training annually and any new governors and trustees receive safeguarding training as part of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements.

All new and updated training is included termly in the safeguarding report to Governors.

The headteacher is WRAP trained and ensures all staff are Prevent trained

7. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases should be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Dealing with disclosures/concerns

Any teaching or learning support assistant member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on Safeguard in the Create a Concern sheet, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. The designated safeguarding lead will receive an e mail alert and decide upon the appropriate action logging all steps to Safeguard. Midday Assistants, Office staff and other staff will continue to share any concerns using a written Cause for Concern Sheet and pass these to the designated safeguarding lead (or deputy) as soon as possible after reporting.

When speaking to a child staff must

Remember; TED

T: Tell "Tell me what you mean by that?" • "Tell me how that made you feel?"

E: Explain "Can you explain what happened" • "Explain what you would like to happen now"

D: Describe "Can you describe what you were thinking and feeling" • "Describe why you feel like that"

Responding to a child when they make a disclosure.

DO NOT

- **Do not** promise anything you cannot deliver, including keeping secrets/confidentiality
- **Do not** ask leading questions.
- **Do not** ask the person to repeat the disclosure over and over.
- **Do not** discuss with colleagues friends.
- **Do not** make false promises or be judgemental.
- **Do not** confront, question or inform an alleged abuser.
- **Do not** ask the child to tell someone else or delay speaking with them.
- **Do not** take photos of any injuries.

Remember; TED
T: Tell
E: Explain
D: Describe

DO

Receive; listen carefully and stay calm.
Respond; where necessary clarify and explain what happens next.
Reassure; be sympathetic and acknowledge courage to disclose and remind them they are being taken seriously.
Record; log to Safeguard as soon as possible (paper cause for concern for MDA`s)
Report; tell **only** the DSL/deputy DSL
Keep the child with you and contact the DSL/deputy DSL immediately if they are/could be at immediate risk.

All existing paper Cause for concern Records related to child protection are kept in a file, chronologically for each child Those children with historic social care involvement or a pattern of concerns have a separate pupil file that is stored securely and referred to as needed. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth. All new cause for concerns are stored electronically. All records relating to child protection are now stored using Safeguard including detailed chronologies.

In line with statutory guidance, where a pupil transfers from our school to another school, their child protection records will be delivered to the new educational setting by hand or via registered delivery **(see appendix 5).** These will be marked 'Confidential' and for the attention of the receiving school's

designated safeguarding lead, with a return address on the envelope so it can be returned to us. We will obtain evidence that the paperwork has been received by the new school. Copies of this paperwork will be retained by our school, should they be required at a future date. The designated safeguarding lead will make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are). Any information received will be scanned and uploaded to Safeguard.

9. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

10. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct. The school works in accordance with statutory guidance and the SET procedures (LSCP, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. **Staffing matters are confidential and the school operates within statutory guidance around Data Protection.**

Any concerns raised will be addressed and a decision made as to which of the two levels of concern they meet (KCSIE part 4 section 1) in either case policy and guidance from KCSIE will be followed.

1. Allegations that may meet the harms threshold. *See also Code of conduct policy*
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'. *See low level concerns policy*

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (LSCP, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **01375 652921** within one working day, In an emergency outside office hours contact the Emergency Duty Team on **01375 372468.** However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include

advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

Where concerns are low level and do not meet the harm threshold they will still be recorded and dealt with appropriately in accordance with the school's Low level concerns Policy and procedures.

Low level concerns (LLC)
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

• being over friendly with children;

• having favourites;

• taking photographs of children on their mobile phone;

• engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

• using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly with the DSL and Headteacher informed. All LLC must be logged as per protocols. Only SLT have access to logs. LLC monitoring is by the personnel committee

Ensuring they are dealt with effectively also protects those working in or on behalf of the school from potential false allegations or misunderstandings.

11. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

12. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context. See physical contact with pupils in school policy.

13. Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk .

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Low level concerns policy/ Whistleblowing policy.
Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

14. The use of Mobile phones in school

Personal Mobiles - Staff

The mobile phones in school policy sets out clear parameters for use of phones whilst at work

- Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras and ipads.
- Staff should report any usage of mobile devices that causes them concern to the Headteacher.

Mobile Phones for work related purposes

We recognise that mobile phones provide a useful means of communication on off- site activities (walking to swimming/trips/sporting events). However staff should ensure that:

- Mobile use on these occasions is appropriate and professional (and will never include taking photographs of children).
- Mobile phones should not be used to make contact with parents during school trips – all relevant communications should be made via the school office. Any exceptions to this rule must be agreed by the headteacher.
- Where parents are accompanying trips they are informed not to make contact with other parents (via calls, text, email or social networking) during the trip or use their phone to take photographs of children.
- Staff should use school ipads/cameras only for the purpose of recording or taking photographs of children. These must then be stored on the school system.

It is recognized that some staff, known to and agreed by the headteacher carry and use their personal mobile phones for ease of contact by the school office when working around the site – this is largely the SLT who need to be contactable when away from their respective offices. This is for health and safety and safeguarding reasons. Other exceptions are when permission has been given, for example permission for a teacher/LSA/MDA to have a phone where concerns exist (and a risk assessment requires immediate access to a phone) over a child's health needs whilst in class/on the playground.

Personal Mobiles - Pupils

If a pupil brings a mobile phone into school the following protocol must be observed.

1. Mobile phones may be used to and from school but must be switched off on arrival and not switched back on to make calls, send texts or access the internet until pupils leave the premises at the end of the day.
2. Pupils must turn their phones off and kept safely in a bag. The school cannot be responsible for pupils' phones.
3. Pupils are not to use their phones at any point during the school day including before and after school clubs and events, this includes making or receiving calls, texts accessing the internet or taking pictures. In a genuine emergency pupils can be contacted through the school office.
4. Any pupil seen with a phone or found to be using it during school hours will result in the phone being taken away by a member of staff and put into safe keeping for collection by an adult
5. This applies to all electronic equipment such as ipads, MP3 players, cameras, smartwatches. These are not allowed in school. If found these will be taken away by a member of staff to be collected by a parent/carer

No pupils are allowed mobile phones or electronic items on school trips.

Volunteers, Visitors, Governors and Contractors

All Volunteers, Visitors, Governors and Contractors are expected to follow our mobile phone policy as it relates to staff whilst on the premises.

On arrival, such visitors will be informed of our expectations around the use of mobile phones.

Parents

While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times.

We therefore ask that parents' usage of mobile phones, whilst on the school site is *courteous* and *appropriate* to the school environment.

We allow parents to photograph or video their own children at school events such as shows or sports day using their mobile phones – **but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.**

Where mobile phones are used in or out of school to bully or intimidate others, then the head teacher does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site' - refer to Anti-Bullying Policy.

15. Taking and use of images for social media

For the protection of children, it is recommended that when using images for publicity purposes – this includes images posted on the school website/twitter that the following guidance should be followed:

- Written Consent must be given by parents / carers for any images to be used
- If an image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- If the child is named, use only the first name and avoid using their image
- There should be nothing to identify where the child lives

Use of Electronic devices in EYFS.

- **Only** school equipment should be used to record classroom activities. Photographs and recordings can only be transferred to and stored on a school computer before printing or adding to or uploading to a child's assessment record.

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. **NEGLECT**: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school/academy attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. **PHYSICAL 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. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;

- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. **SEXUAL EXPLOITATION**: Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. **EMOTIONAL ABUSE**: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying

(including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. **RESPONSES FROM PARENTS** Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. **DISABLED CHILDREN:** When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school/ academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

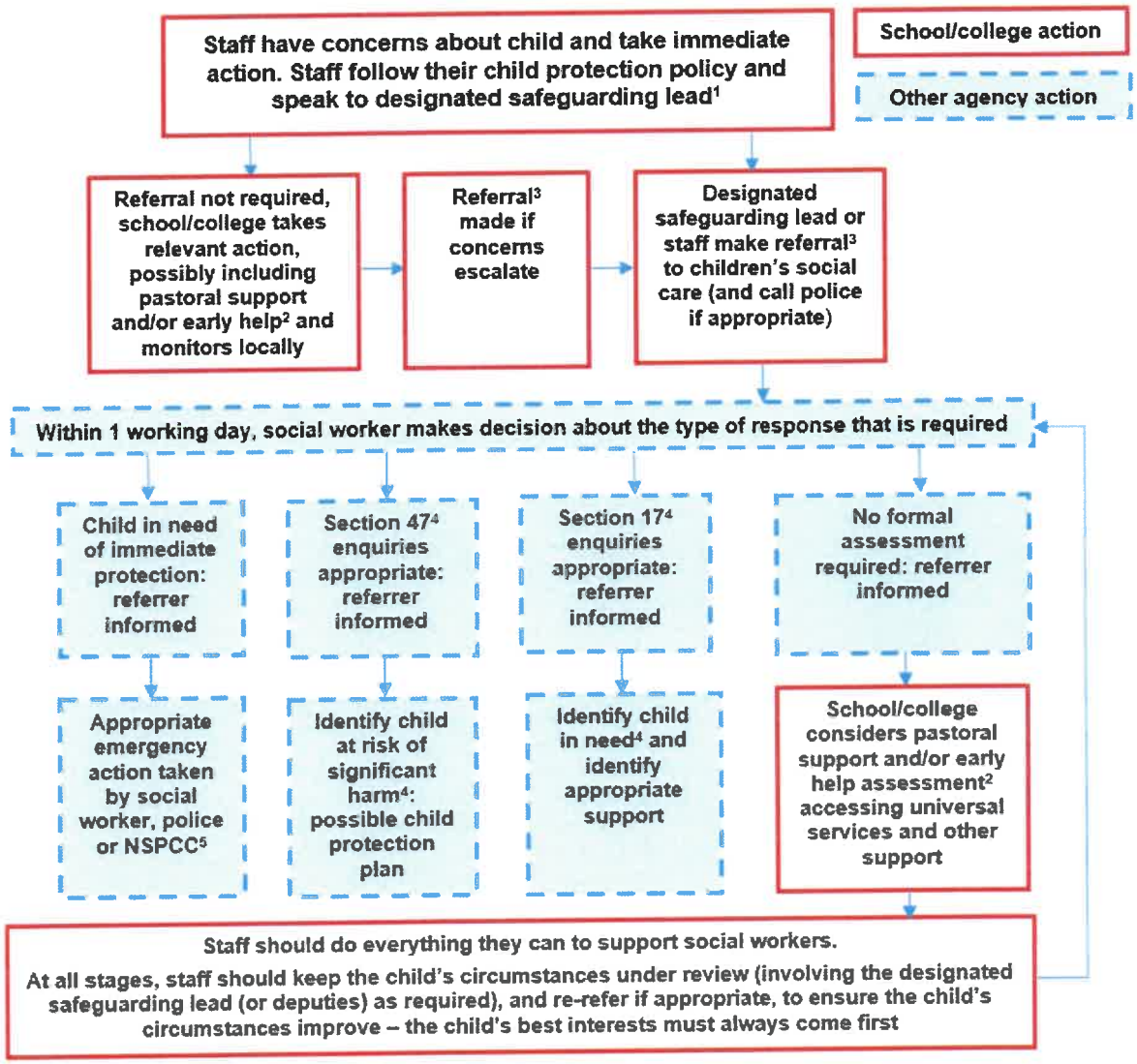
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Please also see key document: Keeping Children Safe In Education 2022.

Appendix 3 Referral procedures



Appendix 4: MASH

Multi Agency Safeguarding Hub (MASH)

As part of Thurrock's vision to provide the most effective services to children within its resourcing capability we have agreed to implement a pathway to service model known as MASH.

What is MASH

MASH acts as an intelligence hub, in which each agency identifies what information they hold on a child/ young person and the adults around them. Each agency then assesses whether it is appropriate for their information to be shared (in line with the Information Sharing Arrangement) with partners in the hub as well as outside of the hub. Collectively an agreement will be made on the best course of action for that referral. Core agencies will ensure that their representatives either sit in the MASH office on specific days or have 'virtual' contact.

All information will be decided on a case-to-case basis and is subject to the Information Sharing Agreement (ISA).

The Mash Vision

'to identify and make safe at the earliest opportunity all vulnerable people in our communities through the sharing of information and intelligence across the safeguarding partnership'

The MASH will:

Inform partners in the MASH about the level of need or risk at the first point of contact – this means assessing the concerns the professionals and the public have about a child or young person in order to make informed decisions about their level of vulnerability.

• Play a lead role in supporting and promoting information sharing. This will improve information sharing and risk assessment at the point of referral.

• Ensure that the advice and information to parents, carers and partner agencies is appropriate when signposting to services. Based on this information Children's Social Care will decide on what actions are appropriate to the referral.

MASH – The three outcomes

1. Early identification and understanding of risk & harm
2. Victim identification and intervention
3. Harm identification and reduction

The 5 core elements

1. All notifications relating to safeguarding and promoting the welfare of children to go through the hub.

2. Co-location of professionals from core agencies to research, interpret and determine what is proportionate and relevant to share.

3. The hub is fire walled, keeping MASH activity confidential and separate from operational activity and providing a confidential record system of activity to support this.

4. An agreed process for analysing and assessing risk, based on the fullest information picture and dissemination of a suitable information product to the most appropriate agency for necessary action.

5. A process to identify victims and emerging harm through research and analysis.

Appendix 5: FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or educational setting

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or educational setting

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving school / educational setting: *Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.*

Giffards Primary School

'Everyone who comes into contact with children and their families has a role to play in safeguarding children.'

(Keeping Children Safe in Education – DfE)

If you have any concerns, please report it straight away using a Child Protection – Safety Concern Form

Designated Safeguarding Lead:	**Vicky Teager (AHT/Senco)**
Deputy Safeguarding Lead:	**Nicky Haslam-Davis (HT)**
Governor for Child Protection:	**Dave Stubbings (C of G)**

Appendix 7 protocol for dealing with disclosures/concerns

Responding to a child when they make a disclosure.

DO NOT

- **Do not** promise anything you cannot deliver, including keeping secrets/confidentiality
- **Do not** ask leading questions.
- **Do not** ask the person to repeat the disclosure over and over.
- **Do not** discuss with colleagues friends.
- **Do not** make false promises or be judgemental.
- **Do not** confront, question or inform an alleged abuser.
- **Do not** ask the child to tell someone else or delay speaking with them.
- **Do not** take photos of any injuries.

Remember; TED
T: Tell
E: Explain
D: Describe

DO

Receive; listen carefully and stay calm.
Respond; where necessary clarify and explain what happens next.
Reassure; be sympathetic and acknowledge courage to disclose and remind them they are being taken seriously.
Record; log to Safeguard as soon as possible (paper cause for concern for MDA's)
Report; tell **only** the DSL/deputy DSL
Keep the child with you and contact the DSL/deputy DSL immediately if they are/could be at immediate risk.

Further information and guidance can be found in the school Child Protection Policy