



Safeguarding Policy Including Child Protection Processes **Keeping Children Safe in Education – September 2017**

Date of review: Autumn 2017	Date of next review: Autumn 2018
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This Safeguarding/Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. Some of these are model policies issued by Torbay Local Authority personalised and adopted by the school and some are written by the school. Our policies support a safeguarding culture where everyone is clear about their roles and responsibilities in ensuring children are safe and their well-being prioritised. They encompass all aspects of safeguarding- safe professional practice, safer recruitment, behaviour management, control and restraint, health and safety, on-line safety, medical administration, personal care as well as child protection. Relevant stakeholders are consulted in the formulation of policies and a systematic review is built in.

These policies are stored on the school's web-site www.furzehamprimary.org or can be accessed via the school office.

Torbay Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures

The school follows the procedures established by the Torbay Safeguarding Children Board; a guide to procedure and practice for all agencies in Torbay working with children and their families.

We listen to our children and young people. There's listening and there's listening.

"Ofsted's evaluation of 50 serious case Reviews (April 07-March 08) highlighted: 'the failure of all professionals to see the situation from the child's perspective and experience; to see and speak to the children; to listen to what they say, to observed how they were and to take serious account of their views in supporting their needs, as probably the **single most consistent failure** in safeguarding work with children'."

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1. Context - Definitions

Individual indicators, in isolation, do not necessarily provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Person/Lead) to decide how to proceed. It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk. At Furzeham School we refer to the Torbay ‘Child’s Journey’ document as an indicator of the threshold for actions which can be addressed through universal and the school’s actions or whether referral to Children’s Social Care is needed.

CP - Child Protection

DSL - Designated Safeguarding Lead.

TSCB - Torbay Safeguarding Children Board

LADO - Local Authority Designated Officer

TESS- Torbay Education Safeguarding Service

Child abuse is:

"anything which individuals, institutions and/or process, do or fail to do that directly or indirectly harms children or damage their prospects of safe and healthy development into adulthood" (National commission of enquiry into the prevention of child abuse)

(See Appendix 1 ‘Keeping Children Safe in Education September 2016 for more in-depth definitions of types of abuse)

Safeguarding in school is:

- protecting children and learners from maltreatment
- preventing impairment of children’s and learners’ health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully (Children Act 2004; Working together to safeguard children DfE 2006)

Child Protection in school is:

The overall name for: the procedure and activities that are to be undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

There are no absolute criteria or quantities with which to judge level of harm. In establishing our professional opinions and assessments we will consider:

- Degree and extent of physical harm
- Duration and frequency of abuse
- Extent of premeditation
- Presence of threat and coercion.

2. Policy Statement

Our school community has a prime responsibility to promote and safeguard the welfare of our children. Children are entitled to feel secure and cannot learn effectively without it. Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Some children suffer neglect; emotional, physical or sexual abuse or a combination of those. All children are entitled to be protected from abuse and if abuse is suspected, to have its damage minimised and their recovery promoted.

We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. Pupils can disclose distress and lack of safety through explicit expression and/or behaviour that is not related but is a consequence of their harmful circumstances. It is the responsibility of all members of staff to be attentive and observant of pupil's communication strategies. Our school staff members always endeavour to and take pride in our open and co-operative manner with parents, encouraging and enabling their inclusion in our community and involvement in their children's school life. However, school staff reserve the right (and sometimes duty) to contact Social Care Services or the Police, without notifying parents.

Further to protection and response we see safeguarding as an active duty that includes the preparation of our pupils to life after school. This is both through their achievement of qualifications; and their emotional growth and resilience. Using the 'Thrive' developmental model we understand school to be responsible to priorities and provide all it can to support pupils reaching the 'Thinking' building block in their emotional intelligence.

This policy applies to all adults, including temporary staff, volunteers and governors. All have a full and active part to play in protecting our pupils from harm, and that each child's welfare is our paramount concern. Wherever the word "staff" is used, it covers ALL adults on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors.

Our effectiveness in creating a safeguarding learning environment will be shown in how our settings and services take reasonable steps to ensure that our children and learners FEEL safe and ARE safe.

3. Policy Principles

- The welfare of the children is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

4. Policy Aims

- To provide all staff with the necessary information to enable them to meet their safeguarding responsibilities and establish a safe environment in which children can learn and develop.
- To ensure consistent good practice.
- To outline procedures for the identifying and reporting of cases, or suspected cases, where the safeguarding of children requires and support pupils who have been abused in accordance with their agreed child protection plan.
- To ensure Furzeham School practice safe recruitment in checking the suitability of staff and volunteers to work with children.

5. Roles and Responsibilities

<u>Role</u>	<u>Staff member</u>	<u>Contact details</u>
Designated Safeguarding Lead (DSL)	Paul Adams (HT)	School Office 01803 853347
If unavailable the Deputy Designated Safeguarding Lead is:	Nikki Shuttleworth (DHT)	School Office 01803 853347
Safeguarding Administrator	Lisa O'Flaherty	School Office 01803 853347
In case of importance to be supported by a female member of staff:	Nikki Shuttleworth	School Office 01803 853347
Designated Governors with responsibility for Safeguarding:	Sue Milner & Katie Egan	School Office 01803 853347
Local Authority Designated Safeguarding Officer (LADO):	Patrick Duke Team Leader	87 Abbey Rd Torquay 01803 208562
Education Safeguarding support team (Qualified Social Workers)	Hayley Mason Sarah James	01803 393857

All staff members and volunteers at Furzeham School have a responsibility to be aware and attentive to the safeguarding of children. It is everybody's duty to report to the designated officers any concerns and disclosures.

All staff and volunteers sign up to a 'Code of Ethical Practice'. All staff have a hard copy of the DFE document 'Keeping Children Safe in Education' document September 2016 part one and access to the full document via the school web-site. All classroom volunteers have a 'Visitors Information sheet' which refers to good safeguarding practice (Appendix 2).

5.1 The DSL:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of TSCB procedures and TESS
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child that is on a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school 'as soon as possible', ensuring secure transit and confirmation of receipt and the pupil's social worker is informed
- attends and/or contributes to child protection conferences and meetings
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher as appropriate
- makes the Safeguarding/Child protection policy available to parents (through the school's website and or on request)
- works with the School Attendance Lead and Education Welfare Officer to ensure that there is a timely response to Children Missing Education.(See Appendix 3)

5.2 The Deputy DSL:

Is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the head teacher and governing body will nominate a replacement.

5.3 The Headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and their attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

- ensures that pupils' safety and welfare is addressed through the curriculum.

6. Statutory Framework

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Safeguarding Children and Safer Recruitment in Education (DfES 2007)
- Working Together to Safeguard Children (HM Government 2010)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Keeping Children Safe in Education September 2016

7. Safe Touch

- It is of paramount importance that all adults in our school are aware, conscious and attentive to their physical contact with children, both to the benefits and pitfalls.
- It is the duty of staff to read Appendix 4 of this policy and if necessary clarify any points, concerns and question with the DSL and/or their line manager.
- Healthy, pro social brain development requires safe access to touch as one of the means of soothing, calming and containing distress for a frightened, sad or angry child.
- It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, and soothed by a significant adult.

8. Good practice guidelines

- treating all pupils with care
- setting a good example by conducting ourselves consciously
- involving pupils in decisions that affect them
- encouraging caring, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that dis-regulated behaviour may be an indicator of abuse
- reading and understanding the school's child protection and safeguarding policy
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- being attentive to standards of conversation and interaction with and between pupils and avoiding the use of sexualised and/or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and TSCB procedures.

9. Abuse of trust

- All school staff members are aware that behaviour towards pupils which is not defensible to be in the child's best interest is unacceptable. Staff conduct towards pupils must be beyond reproach.
- Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

10. Children who may be particularly vulnerable

- Some children live under an increased risk of abuse. This increase in risk is often due to: societal attitudes; professional's assumptions and the limits child protection procedures have to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. **Some** examples would be: living away from home; being affected by parental substance misuse; being bullied, or engaging in bullying. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.
- To ensure that all of our pupils receive equal protection, we will give consideration to all our pupils and their specific circumstances and individual needs so we can do our utmost to safeguard them.

11. Helping children to keep themselves safe

- It is our conduct and our relationship with children through all aspects of school life that teaches them to understand safety (and how it feels) and manage risk.
- We use the Personal, Social, Health and Economic (PSHE) education lessons. We aim to facilitate children's consideration of risks they may encounter and with guidance work out how those risks might be overcome.
- Experiencing managed risk, planning and debriefing, is empowering and enabling for all children and promotes confidence and 'know how' rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of care for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have in or out of school. We have produced a pupil friendly version of the Child Protection policy.

12. Child Protection Issues

We will always:

- take all suspicions and disclosures seriously
- nominate a link person (DSL) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, the school will follow the Managing Allegations Against Staff Policy
- respond empathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintain confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- store records securely
- offer details of help-lines, counselling or other avenues of external support.
- follow the procedures laid down in our whistle blowing, complaints and disciplinary procedures when relevant
- co-operate fully with relevant statutory agencies

13. Allegations against staff and Whistle-blowing

- All 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.
- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Although possible, it is rare for a child to make an entirely false or malicious allegation. Therefore when an allegation is made against a member of staff by colleague or child, set procedures must be followed.
- All staff have the duty to raise concerns, where they exist, about the management of child protection and children's safeguarding in general. This may include the attitude or actions of colleagues, despite the worry that they have misunderstood the situation and the possibility that reporting might jeopardise their colleague's career.
- The Whistle-blowing Policy (see policy as adopted from Torbay Council's) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher.
- Allegation or concerns against the Head Teacher will be raised with the Chair of Governors and/or the Designated Governor with responsibility for Safeguarding will be contacted and they will contact the LADO. Within Torbay the work of the LADO is part of a team of qualified social workers.
- A Torbay Escalation Policy and Professional Differences policy are also referred to

After any allegations of abuse have been made, there are a range of specified outcomes, substantiated, malicious false and unsubstantiated, unfounded.

The definition of unfounded reflects cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted

the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

14. Safer recruitment

- We do our utmost to employ 'safe' staff and operate in accordance to Torbay Council's guidelines and with reference to 'Keeping Children
- Safe in Education September 2016' information.
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). Our School will always ensure that there are sufficient numbers of suitably trained staff and governors.
- We adopt the Torbay Council's Safer Recruitment Policy.

15. Confidentiality

- The Head Teacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. We use TED as a guideline for discussions Tell Me, Explain, Describe
- We will always undertake to share our intention to refer a child to Torbay Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Torbay Children's Services on this point.

16. Staff training

- The Head Teacher and DSL will undertake level 3 training on child protection at least every 3 years (statutory requirement).
- Any newly appointed DSL will be trained before taking lead responsibility for safeguarding. The deputy DSL will take a leading role on safeguarding for the short time that the DSL is waiting to receive training.
- The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every 3 years.
- All members of staff will receive training on child protection at least once every 3 years (statutory requirement). Our school recognises that staff training at 2 yearly intervals is recognised as good practice and will endeavour to meet this standard.
- All new members of staff and volunteers will receive child protection training as part of their induction programme. This will consist of an introductory discussion with the DSL to introduce them to school procedures on induction and then for staff a half-day induction conducted through the TSCB.
- Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, with refresher training for all staff taking place annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur (see policy on Staff training for Child Protection and Safeguarding).

17. Extended school and off-site arrangements

- Extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.
- When our pupils attend off-site activities, including day and residential visits, we will check that effective child protection arrangements are in place.

18. Photography and images

We will always:

- seek the child's consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

19 Anti-radicalisation, PREVENT and the School's duty

The school

- recognises it's responsibility, is aware of and has developed a risk assessment with reference to local area and in consultation with other agencies
- has trained staff to recognise the signs
- has a process for communicating concerns, accessing advice and notifying the relevant interested agencies PREVENT
- has developed a policy
- cross references concerns against anti-racism practice

20 Child Sexual Exploitation (CSE)

The school

- is aware of and has trained staff to recognise signs
- has a trigger sheet for recording possibly related behaviours
- has a process for communicating concerns, accessing advice and notifying the relevant interested agencies
- communicates with other agencies and refers to local media in order to identify any possible dangers to our community

21 Children Missing in Education (CME)

The school

- is aware of the relationship between school attendance and possible safeguarding concerns
- has developed a policy which ensures the timely reporting and action when concerns are raised
- has appointed a person who is able to monitor attendance and take prompt action when needed
- follows Torbay Attendance procedures for CME

22. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately or as soon as possible using the Welfare Concern Form. The form is to be given directly to the DSL. Information about how to contact the DSL is displayed in all classrooms along with copies of the concern form. An electronic template is available on the staff resource drive. A flowchart of actions is included as Appendix 7
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family (beyond the DSL or line manager when not sure).
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the Concern form (See Appendix 5) to record these early concerns and pass it to the DSL for further assessment and action.

Appendix 1 - Types and Indicators of Abuse

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Reference to Part One of Keeping Children Safe in Education DFE September 2016

Types of abuse and neglect

Abuse: 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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (note this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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

Sexual abuse: 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 acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person. A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

The school has a body map template which can be used as record of concern of observable injuries (Appendix 8)

Appendix 2 Visitors Guidance Information

Welcome and thank you for being a helper at our school. Helpers in school make a real difference to the children so please come again.

Below we have listed some information that will help you to feel comfortable with different situations that you may encounter.

Please wear your visitors badge at all times. You will not be able to access some areas of school without a swipe card so please discuss this with the classteacher.

- **Golden Rule: We treat other people as we want to be treated.** This is one of the most important expectations at our school. We all respect one another irrespective of racial origins, religion, culture or language. Adults in our school act as role models for the children.
- Relationships with children: The better the relationship you develop with the children, the more you will enjoy helping out. Be really careful to treat all children fairly. Children will quickly spot any inconsistencies in the way you treat them. Try to show that you value all the children and make them all feel special.
- Behaviour: All classes have their own class code. Please feel free to deal with minor behaviour issues that can be resolved with a few quiet words and/or a reference to the Golden Rule or class code. All other behaviour issues should be referred to a member of staff.
- Confidentiality: Staff try to be discrete at all times however, the very nature of running a classroom means that you may hear things discussed about a child other than your own, you may also see sensitive information, please respect confidentiality in all cases.
- Always ask for help: The teacher will have spent time planning for the class; please follow advice and guidance from the teacher. If you feel that you are not clear or if you are not comfortable or confident with something please clarify with the teacher or TA.
- Please refer all first aid issues to the class teacher or named First Aider.
- To comply with Safeguarding and Child Protection please ensure that you have minimal physical contact with children. Do not be alone with a child in a room or where you cannot be easily seen. Please refer to the Safeguarding training given on induction. More information is displayed in the classroom about the Designated Safeguarding Lead.
- All visitors will be required to sign a safe use of the internet agreement.
- DBS: All helpers in school must be DBS checked. Please see office and we can arrange this for you free of charge.
- Signing in and fire exits: Please make sure you always sign in and out and that you are aware of the procedures in the event of a fire (details will be displayed in all rooms).
- Home comforts: Please make sure you leave your personal belongings in a safe place e.g. the teacher's cupboard. Please use any of the staff toilets and feel free to join us for a cuppa during break times in the staffroom.
- Names: We are all happy to address each other by our first names in front of the children but we ask children to address all adults by their surname.

Use of mobile phones: These must not be used whilst helping at school. If you need to use your mobile phone please go to the staffroom or if you need to use it in an emergency please let the class teacher know.

This has been read and understood:

Name

Signed

Date

Appendix 3 Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers⁸.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority

Appendix 4 - Safe Touch

These Safe Touch guidelines have been developed in the context of the local authorities' child protection procedures and policies and Government guidance. It is inspired by and based upon by **ThriveFTC™** incorporating the extensive neurobiological research and other empirical studies relating to attachment and child development that identify safe touch as a positive contribution to brain development, emotional regulation, mental health and the development of pre-social skills.

The necessary developmental experience of safe touch

Children learn 'who they are' and 'how the world is', in relationship. The quality of the child's relationships with significant adults is paramount to their healthy development, emotional health and well-being. Many research studies have indicated the necessity of human contact and touch for the healthy development of children (in children who experience neglect lack of touch is a factor in their fail to thrive).

Furthermore, Research shows clearly that healthy pro social brain development requires safe access to safe touch as one of the means of soothing and calming and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, and soothed by a significant adult.

The underlying cause for children to behave in an unacceptable, threatening, dangerous, aggressive and/or out of control way, would often be that they have yet to learn how their strongest emotional reactions can be contained, channelled and communicated safely.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self-soothing neuronal pathways unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, it may become necessary to prioritise this experience. That, in order to help the brain develop capacity to think, judge and evaluate life's difficulties and complexities so they learn how to deal with their daily 'situations' and able to learn.

Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that fully trained staff will use only under supervision and in line with a whole school policy on Touch. Our pastoral staff are Team Teach trained and regularly briefed and de-briefed (in general and regarding individual students).

Other means of calming, soothing and containing children's strong emotions include:

- slowing ones pace
- lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display, (shout, cry etc.) end then regulating it down.
- Talking slowly but firmly and quietly in an unhurried, unflustered way
- providing clear predictable consistently held boundaries.

Refraining from physically, safely holding a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper arousal in which toxic levels of stress chemicals are released in the body and brain can have severely damaging long term affects.

Moreover, gentle, safe holding is helpful for a child if s/he:

- Is hurting himself/herself, (or is likely to hurt himself/herself and/or others. Or
- Is damaging property, and/or
- is incensed and out of control, so that all verbal attempts to engage him/her have failed.

Such necessary interventions are fully in line with guidelines set out in the Government Document 'New Guidance on the Use of Reasonable Force in School.' (Dfee 1998) and 'Use of Reasonable Force' (2013) op cit.

Appropriate and Inappropriate Touch

The current atmosphere where due to fears of abuse, touch as a natural and important form of human connection has been almost vetoed in some school contexts demands extra caution. Our policy rests on the belief that every member of staff needs to appreciate the difference between caring and abusive touch. Hence all staff members need to demonstrate a clear understanding of the difference. It is also essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, and soothed by a significant adult.

Guidelines for the use of safe Touch

To ensure touch is only used appropriately the following guidelines are to be followed:

- Parents/carers should be informed of school policy on touch.
- Teachers/support staff should be trained in the Thrive approach.
- Teachers/support staff should be trained in all aspects of safe touch.
- Staff members should agree the use of safe touch in discussion with their manager, a safety plan should be completed and its use recorded and monitored. This will supplement the Thrive Action Plan which will also include the use of safe touch as a strategy.

Unsafe Touch

At no point and under NO circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

All Staff are trained to be fully cognisant of touch that is invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever

Serious breach: Should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

Appendix 5 – Welfare Concern Form Safeguarding form (September 2017)

Furzeham Primary & Nursery School - CONFIDENTIAL

Use this form to record any concern about a pupil's welfare and give it to the Designated Safeguarding Lead (DSL) Paul Adams. Record on an additional sheet and attach to this if insufficient room on the form. NOTE Do not store completed forms in this area as the information is highly confidential. Please print off and pass to DSL.

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must contact Paul immediately or Claire Thompson in his absence or if not available any other member of the SLT or Sharon James

Pupil's full name :	Date of this record:
Why are you concerned about this pupil?	
What have you observed and when?	
What have you heard and when?	
What have you been told and when?	
Date and time you handed this form to the designated person	
Are the parents/carers aware of your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you spoken to the pupil? <input type="checkbox"/> Yes <input type="checkbox"/> No	
What did they say? PLEASE TRY AND USE THE PUPIL'S OWN WORDS.(Remember TED -Tell me, Explain, Describe)	
Have you spoken to anyone else about your concern? <input type="checkbox"/> Yes <input type="checkbox"/> No If so who?	
Is this the first time you have been concerned about this pupil? <input type="checkbox"/> Yes <input type="checkbox"/> No Further details if yes	
Class: Your name and role:	Class teacher's name: Signature:

Appendix 6 - Pupil Disclosure

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on should they believe anyone is at risk. This must be clear but also communicated with care and sensitivity so not to undermined children's trust.

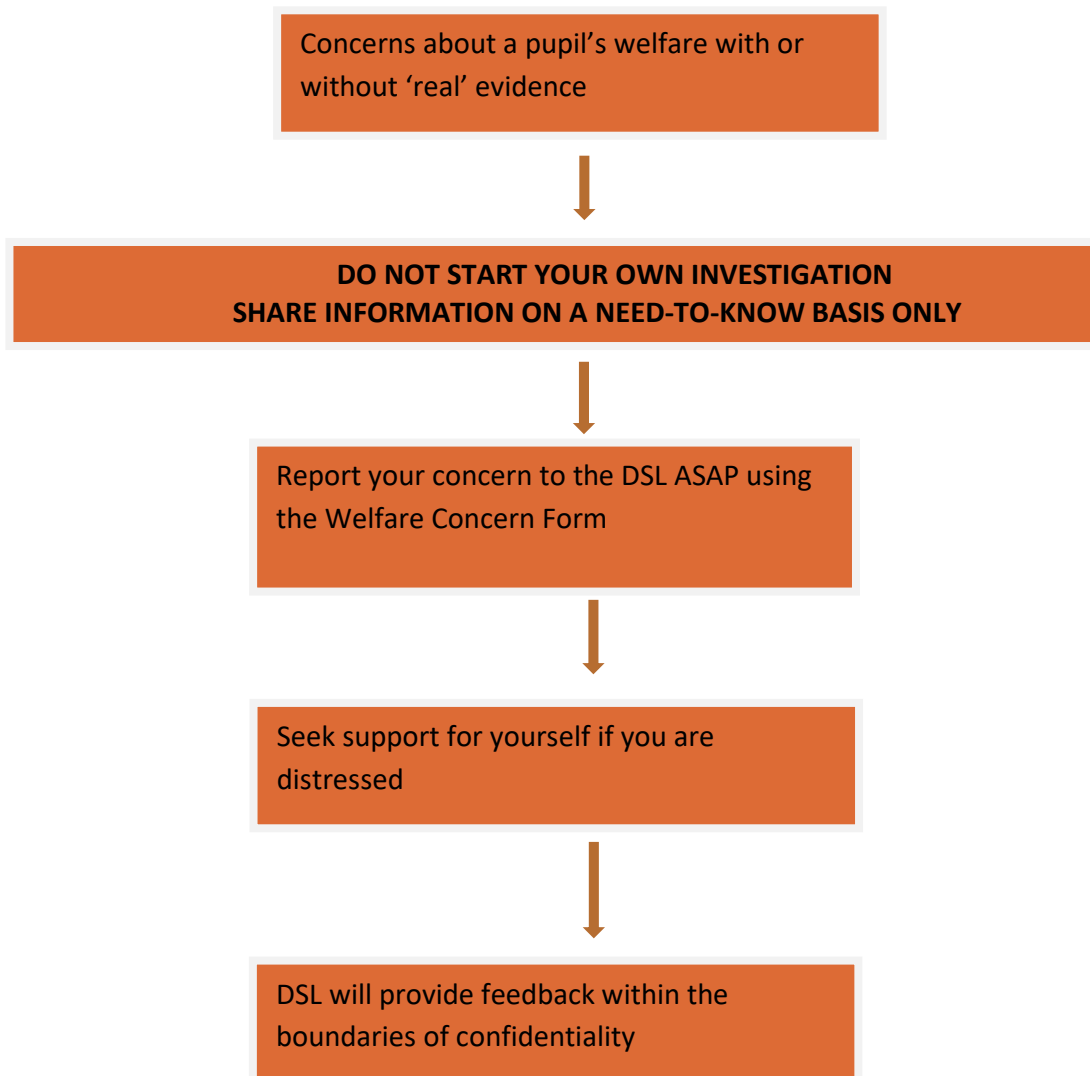
During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm, don't overreact – the pupil may stop talking they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- do not be afraid of silences – staff must remember how hard this must be for the pupil
- DO NOT ask investigative questions – such as 'how many times this has happened?', 'whether it happens to siblings too?' and the like. Use T E D- Tell me, Explain and Describe
- react authentically and offer what feels to be appropriate expression of comfort rather than automatic touch or phrases.
- avoid admonishing the child for not disclosing earlier by saying things such as 'I do wish you had told me about this when it started'
- be explicit about what you will be doing with the information and what will happen next.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the record of concern form and hand it to the designated person
- seek support if you feel distressed

Appendix 7 - Safeguarding concern - action flowchart

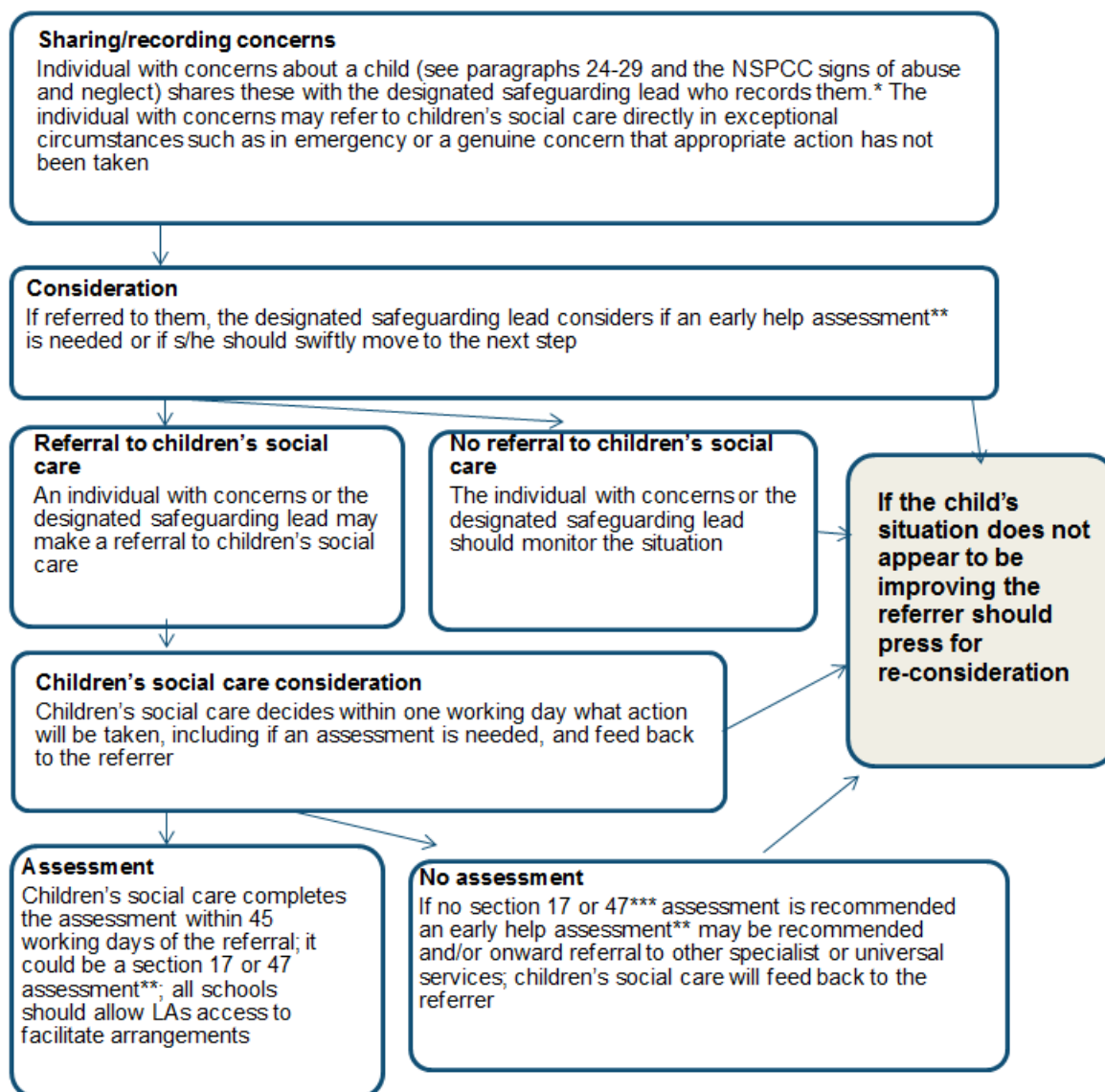
**In an emergency take the action you as a 'trusted adult' deem necessary to help the child.
(for example call 999)**

Individual indicators, in isolation, do not necessarily provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.



Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**



Appendix 8 BODY MAP

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Name of child:

Class:

Date:

Date passed to DSL:

