

# Thomas Russell Infants



## Safeguarding Procedure

**Implementation:** September 2023

**Procedure owner:** (Suzy Burton)

**Next review date:** September 2024

Please ensure that you share your procedure with your governing body alongside the full JTMAT Policy.

## 1. Key Safeguarding Contacts

Role in school	Name
Headteacher	Suzy Burton Tracy Moore
Designated Safeguarding Lead (DSL)	Suzy Burton Tracy Moore
Deputy Designated Safeguarding Leads (DDSL)	Lauren Sutton Sam Toft
Nominated Governor for Safeguarding	Tim Hopkins
Chair of Governors	Katie Manning
Designated teacher for Looked After Children	Suzy Burton and Tracy Moore
Mental Health Lead	Suzy Burton

## 2. Links to other procedures and agencies.

This policy has been devised with due regard for the statutory guidance from the DfE [Keeping Children Safe in Education 2023](#) (KCSiE) and this document is read alongside:

- [Working Together to Safeguard Children 2018](#)
- [Staffordshire Safeguarding Children Board Procedures](#)
- [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#)
- [Behaviour in Schools - Advice for headteachers and school staff](#)

In addition, this policy should be read in conjunction with the following JTMAT Policies:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- ICT Acceptable Use Policy
- SEND Policy

- Staff Code of Conduct
- Supervision Policy
- Whistleblowing Policy

JTMAT Policies can be accessed using the link below:

<https://jtmata.co.uk/privacy/policies/>

In addition to the JTMAT policies, Thomas Russell Infant's online safety procedure can be accessed using the link below:

<https://www.thomasrussellinfants.co.uk/s/online-safety-policy-September-2021-n64l.pdf>

### **3. Role of staff**

All staff have read and have a good understanding of part 1 and 5 of Keeping children safe in education 2023, have read the JTMAT safeguarding policy, the Thomas Russell Infants safeguarding procedures and are aware of the safeguarding links to other policies stated above, relating to their daily practice. Staff sign to say that they have read these documents.

All staff receive appropriate safeguarding training (including online safety) at induction and this training is regularly updated. In addition, all staff receive safeguarding (including online safety) updates via weekly staff memos and / or weekly staff meetings as required which continues to provide our staff with relevant skills and knowledge to safeguard children effectively. A short assessment is completed after their level 1 safeguarding training, a register is signed and certificates presented.

### **4. Roles and Responsibilities of the DSL/DDSL**

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL with training updated at least every 2 years. The DSLs attend the Staffordshire Education Safeguarding DSL Briefings, meet regularly with other DSL's in the JTMAT, reads regular email communications from SSCB, reads the NSPCC newsletters and other informative safeguarding updates.

Our DSL takes the lead responsibility for safeguarding and child protection (including online safety), and this is explicit in their job description. During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated. In the absence of the DSL the DDSL(s) will take a lead on safeguarding with clear direction from the Senior Leadership Team.

New staff, volunteers and governors receive level 1 safeguarding training as part of their induction process, including training on how to recognise indicators of concern, how to respond to a disclosure

from a child and how to record and report this information accurately. Regular updates are provided.

An induction form is completed with all new starter and all other induction information provided including links to policies and information. This includes Prevent training, cyber security and GDPR training.

The DSL acts as a source of support, advice, and expertise for staff and all other adults in school. Risk assessments or plans are completed as required and, where appropriate and sometimes involve other agencies. These are reviewed regularly and shared appropriately.

The DSL maintains robust systems to monitor and record training of all staff on a training spreadsheet and update and refresher time scales are evident within the training record. Training is delivered in-line with Staffs SCB and KCSIE 2023.

The DSL/DDSL maintain an understanding of community based issues by being readily available to speak with parents and carers, the headteachers of the junior and high schools, Parish councillors, neighbours, PCSO and other members of the community. Staffordshire safeguarding board also provide information about the wider, Staffordshire community.

#### 5. Governing Body

Thomas Russell Infants have a named safeguarding governor who meets with the headteacher / DSL termly and carries out checks of the SCR, ensuring that it is compliant with KCSIE 2023 and that the relevant records are kept. The headteacher provides all governors with a safeguarding report each half term and shares all external audits and resulting action plans.

#### 6. Working with parents and carers

At Thomas Russell Infants we regularly update parents about safeguarding through our weekly newsletters, the school website and email communications.

#### 7. Safer School Culture

The office manager is responsible for maintaining the SCR and the headteacher and safeguarding governor formally check this each term. The JTMAT guidance provided by HR in relation to the SCR checking is adhered to.

#### 8. Site security

At Thomas Russell Infants we provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on our site must adhere to the rules which govern it. Laxity can cause potential problems with safeguarding, therefore: -

- Gates are kept closed and locked during the school day; visitors gain access through the main entrance.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring they are accompanied / supervised by a regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- A health and safety audit are completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

## 9. Safeguarding Induction

### **Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

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

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (Suzy Burton / Tracy Moore) or Deputy Designated Safeguarding Lead (Lauren Sutton / Sam Toft).

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

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from the safeguarding noticeboard in the staffroom. Please ensure you complete all sections as described.

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

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0300 111 8007.

The people you should talk to in school are:

- Designated Safeguarding Lead: Suzy Burton / Tracy Moore  
Location of office: headteacher's office in the library

Contact Number: 01283 247930

- Deputy Designated Safeguarding Lead: Lauren Sutton / Sam Toft  
Location of office: 1RS classroom and RT classroom

Contact Number: 01283 247930

- Chair of Governing Body: Katie Manning  
Contact Number: 01283 247930 or [k.manning@lgb.jtmat.co.uk](mailto:k.manning@lgb.jtmat.co.uk)

## Safeguarding Induction Checklist

**Name:**

**Date:**

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
<b>DAY 1</b>	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Conduct of Code Policy  Behaviour Policy  Children Missing from education process		
	Confidentiality and breaches		

	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
<b>WEEK 1</b>	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	<b>Policies to read:</b> Health & Safety Complaints Safeguarding Peer on peer abuse policy Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety		



	Prevent Site Security Behaviour Other: Other:		
<b>WEEK 2</b>	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified

## Specific Safeguarding Issues

### Child on Child Abuse

#### 1. Responding to a concern/incident/disclosure of child-on-child abuse

Child-on-child abuse may occur in our school, on the way to or from school or out in the community. Consideration will be given to many aspects of the abuse and here are a few examples:

- Does it involve a single incident or has occurred over time?
- Is the behaviour problematic and concerning?
- Does it involve any overt elements of victimisation or discrimination, e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?
- Is there any element of coercion or pre-planning?
- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Has there been a misuse of power?

It is also important that we:

- ascertain if there were there any witnesses to the abuse
- make notes and record **all** conversations with children spoken to as well as parents/carers/other professionals, including any actions taken
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves
- ensure that a safeguarding response is in place for both victim and alleged perpetrator

Consideration should also be given to supporting children who have witnessed child-on-child abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed.

We will do all that we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed following this. Social media is likely to play a part in the fall out from any incident and friends from either side could well harass the victim or alleged perpetrator online as well as face to face. Any evidence we have of students using social media or inappropriately will be sanctioned according to our existing policies.

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Consideration should also be given to supporting children who have witnessed child-on-child abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed.

For the four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

- a) Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with the JTMAT Behaviour policy and by providing pastoral intervention and support.
- b) Early Help - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved
- c) Referral to the police - See Section 8 below
- d) Referral to the police - See Section 9 below

## **2. Reporting to the Police**

At JTMAT we understand our responsibilities to call the Police and reporting forms of child-on-child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary.

The guidance that we follow is:

[When to call the police \(guidance for schools and colleges\)](#)

[Outcome 21 Sexting Guidance](#)

In any form of child-on-child abuse where it is believed that an offence has been committed, a report may be made to the Police.

Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

This may also include the development of a clear and robust safety and support plan as part of this early help process. However, as you will see further on in this policy, risk assessing, and safety planning is a key aspect of all child-on-child abuse (see Post Incident Management section 12).

Regarding sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

### **3. Referring to Staffordshire Childrens Advice and Support**

In all cases of child-on-child abuse, but in particular with sexual violence and sexual harassment, consideration will be given to the reporting of the matter to Childrens Social Care via Staffordshire Children's Advice and Support service on 0300 1313 126. In making this decision, we must consider whether a child is at risk of harm or is in immediate danger.

In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate, and, in these circumstances, we will consider other support mechanisms, such as early help, specialist support/referrals and pastoral support within a formalised plan. We will consider starting an Early Help process where we are the lead professional.

However, if the DSL/DDSL feels that the child remains in immediate danger or at risk of harm, they may refer again. The threshold document will help and support our decision making.

#### **[Threshold Framework: Accessing the right help at the right time](#)**

At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.

Where statutory assessments are appropriate, we will work alongside, and cooperate with, the relevant lead social worker. This collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children requiring support.

We will not wait for the outcome, or even the start of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.

### **4. Working with our parents and carers**

At JTMAT we will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of child-on-child abuse including sexual or sexual harassment. The exception to this rule is if there is a reason to believe that informing a parent or carer will put a child at additional risk.

We will carefully consider what information provided to the respective parents or carers about other children involved and when to do so.

In some cases, children's social care and/or the police will have a very clear view on this aspect, and it will be important for us to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It should be the case that we will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed. (See Post Incident Management-Point 12)

It is also likely that we will meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education.

We will be clear and transparent and explain the reason behind any decisions. Support for the alleged perpetrator will be discussed including any referrals, if appropriate.

We realise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided on the school website and at the end of the policy.

## **5. Sanctions**

We will decide appropriate sanctions on a case-by-case basis in line with our Behaviour Policy and any graduated response required. As previously mentioned, it may be that other children in our setting start to 'take sides' and become involved and may behave in ways that can cause upset and distress to other children.

We will take their behaviour seriously and again use a graduated response to this, whilst also educating them the importance of resolving any conflict in a respectful and restorative way.

If there is police involvement, we will work closely with them to ensure that any disciplinary action taken by us, as a result of the incident, does not jeopardise the police investigation.

## **6. Post Incident Management**

It is vital that all children involved in child-on-child abuse are given appropriate and ongoing support for as long as it is required/needed. This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals. If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support.

There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management.

**Support planning** is vital, and it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that they do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) will happen as part of this plan.

**Referrals** may have already happened as mentioned previously in this policy, but it is important to establish which professionals continue to work with **all** children involved in this process and this is helped with robust planning

#### **Safety planning/Risk assessment**

Integral to post incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of our key priorities as part of the post incident management. When looking at this process, consideration should be given to the following:

- if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard our children
- the importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education
- the importance of the alleged perpetrator in continuing to access education and support
- do the victim and alleged perpetrator share classes
- what measures need to be put in place when children move between lessons/classes
- what measures need to be put in place for unstructured time (break and lunchtimes)
- what measures need to be put in place for the arrival at the start of the school day and leaving at the end of the school day
- do the victim and alleged perpetrator travel to and from school using the same form of transport
- appropriate information sharing with staff in our setting in order that the plan is manageable and as successful as possible

- if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs.

In all cases, we will record our decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the victim at the heart of all that we do as part of this process (supported by parents and carers as required). Our safety plan/risk assessment will be kept under review.

## **7. Children Missing Education**

Please see our attendance policy which supports procedures for this. Our registers are completed in a timely manner twice a day. Any vulnerable children who are absent are brought to the attention of the DSL.

## **8. Child Sexual Exploitation and Child Criminal Exploitation**

We are aware that one of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered via the Police. Further information can be found here [National Referral Mechanism](#)

## **9. Domestic Abuse**

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

## **10. Mental Health**

The headteacher is the senior mental health lead with two other members of staff trained, mental health leads and first aiders. Thomas Russell has achieved the Wellbeing Award. We are an ELSA (Emotional Literacy Support) school, supporting children with this and with nurture, where we feel there is a need.

## **11. Online Safety**

**Please visit our online safety procedures using the link below.**

<https://thomasrussellinfants.squarespace.com/s/Online-Safety-Procedure-2023.pdf>

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Securus software.

## **12. PREVENT**

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for our school is Suzy Burton or Tracy Moore.

**Please use the link below to our Prevent risk assessment:**

<https://thomasrussellinfants.squarespace.com/s/Prevent-Risk-Assessment-2023.pdf>

