

# Thurgoland CE Primary



## Safeguarding and Child Protection Policy

Approved by:

Headteacher Mr D Jordan

Date: 15.04.2026

Chair of Governors Mrs L Gregory-White

Date: 15.04.2026

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## BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

"I AM BECAUSE WE ARE."

## WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW; WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

TO MAKE THE WORLD A BETTER PLACE.



AMEN

## Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Headteacher	Dale Jordan	01142 883300 d.jordan@thurgolandprimary.org
Deputy Headteacher and Designated Safeguarding Lead (DSL)	Beth Wise	01142 883300 b.wise@thurgolandprimary.org
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Chair of Governors	Laura Gregory-White	01142 883300 l.gregorywhite@thurgolandprimary.org
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## 1. Aims

Thurgoland CE Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility, and all staff, governors, volunteers and visitors must work collaboratively to protect children from harm and support their welfare and wellbeing.

At Thurgoland CE Primary School, we strive to ensure that all members of the school community are supported to be and become their best self. Safeguarding is central to this vision and is underpinned by a strong, proactive culture in which:

- the child's welfare is paramount
- all concerns are taken seriously and acted upon promptly
- professional curiosity is actively encouraged
- safeguarding practice is regularly reviewed and strengthened

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical 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

This policy reflects the school's commitment to providing a safe environment in which children can learn, develop and achieve. It applies to all individuals working in or on behalf of the school, including:

- Teaching and support staff
- Leadership team
- Governors
- Volunteers
- Supply staff
- Contractors and visitors

The school recognises that safeguarding is dynamic and continues to evolve in response to emerging risks, including those associated with technology, mental health, contextual safeguarding and wider societal changes. As such, safeguarding systems and processes are regularly reviewed and adapted.

Safeguarding is embedded in all aspects of school life and is reflected in the school's ethos, policies, curriculum and daily practice.

## 2. Legislation and Statutory Guidance

This policy is based on and reflects the most recent statutory guidance and legislation, including:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2026)
- The Governance Handbook

The school complies with this guidance and with the arrangements agreed and published by the local safeguarding partners.

This policy is also based on the following legislation:

- **Section 175 of the Education Act 2002**, which places a duty on schools to safeguard and promote the welfare of children
- **The Children Act 1989 and 2004**, which provide the legal framework for the protection of children
- **The Equality Act 2010**, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations
- **The Human Rights Act 1998**, which sets out the fundamental rights and freedoms that everyone in the UK is entitled to

- **The Safeguarding Vulnerable Groups Act 2006**, which defines regulated activity and the role of the Disclosure and Barring Service (DBS)
- **The Counter-Terrorism and Security Act 2015 (Prevent Duty)**, which places a duty on schools to have due regard to preventing people from being drawn into terrorism
- **The Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)**, which places a statutory duty on teachers to report known cases of FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when individuals with criminal convictions can work with children
- **The Childcare Act 2006 and Childcare Disqualification Regulations 2018**, which set out disqualification requirements for working with children

This policy also reflects:

- The statutory framework for the Early Years Foundation Stage (EYFS)
- Guidance on attendance, including *Working Together to Improve School Attendance*

This policy will be updated annually, or sooner if statutory guidance changes.

### 3. Definitions

For the purposes of this policy:

**Safeguarding and promoting the welfare of children** means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical 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

**Child protection** is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Abuse** is 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. 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.

**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.

**Children** includes everyone under the age of 18.

**Safeguarding partners** are the organisations responsible for local safeguarding arrangements: the local authority, an integrated care board, and the chief officer of police.

The school recognises that children may not always recognise or be ready to disclose abuse. All staff are expected to maintain professional curiosity and act on any concerns, no matter how small.

### 4. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist to recognising or disclosing harm. Thurgoland CE Primary School is committed to anti-discriminatory practice and ensuring that all children receive equal protection and support.

We recognise that safeguarding must be responsive to the diverse needs and lived experiences of our children.

We give particular consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identity or sexual orientation
- Have English as an additional language
- Are living in challenging or unstable home circumstances, including domestic abuse or substance misuse
- Are at risk of exploitation, radicalisation, or so-called 'honour-based' abuse (including FGM and forced marriage)
- Are asylum seekers or refugees
- Are at risk due to their own or a family member's mental health needs
- Are looked after or previously looked after
- Children in kinship care, adopted children and unborn children where there are safeguarding concerns relating to expectant families
- Are missing from education or have patterns of absence

We recognise that children with SEND are three times more likely to be abused than their peers. Staff are supported to understand and overcome barriers to communication and recognition of abuse for these children.

The school will take positive action where appropriate to support children who may be disproportionately affected by safeguarding risks. Safeguarding practice will always take into account the individual needs, vulnerabilities and context of each child.

The school is committed to anti-discriminatory and anti-racist practice. Safeguarding responses will consider how bias, discrimination or systemic disadvantage may impact children's experiences and outcomes.

## **5. Roles and Responsibilities**

Safeguarding is everyone's responsibility. All staff, governors and volunteers have a role to play in keeping children safe.

### **5.1 All Staff**

All staff will:

- Read and understand Part 1 of *Keeping Children Safe in Education* (or Annex A where appropriate) and ensure they understand how this guidance applies to their role
- Know the identity of the Designated Safeguarding Lead (DSL) and deputies
- Understand their responsibility to provide a safe environment in which children can learn
- Be able to identify children who may benefit from early help
- Be alert to signs of abuse, neglect, exploitation and safeguarding concerns, including those linked to mental health
- Maintain professional curiosity and consider the context of concerns
- Report concerns promptly using CPOMS in line with school procedures
- Understand that they may make a referral to children's social care if necessary
- Understand and follow the staff code of conduct and whistleblowing procedures
- Understand that safeguarding is everyone's responsibility and that all staff should maintain a mindset of "it could happen here"
- Understand the systems within the school which support safeguarding, including this policy, the staff code of conduct, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the DSL
- Be aware that children may be at risk of abuse, neglect or exploitation both inside and outside the home, and online, in line with statutory guidance

All staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children (child-on-child abuse). All staff should maintain an attitude of 'it could happen here'.

The school recognises the importance of preventative education in safeguarding. Through an age-appropriate and responsive curriculum, including PSHE, RSHE, online safety education, assemblies and wider pastoral work, children are taught about healthy and respectful relationships, boundaries, consent, child-on-child abuse, recognising risk, seeking help and how to report concerns. Preventative education is adapted to the age, stage and needs of children, including those with SEND, so that all children are supported to understand safeguarding risks and keep themselves safe. Children are taught about healthy relationships, including recognising and responding to unhealthy or abusive behaviours in relationships as they grow older.

## **5.2 Designated Safeguarding Lead (DSL)**

The DSL is a member of the senior leadership team and has overall responsibility for safeguarding and child protection. The DSL at Thurgoland CE Primary School is Beth Wise (Deputy Headteacher and DSL).

The DSL will:

- Ensure the school's safeguarding practice reflects the principles and requirements of Keeping Children Safe in Education and local safeguarding partner procedures
- Ensure staff receive safeguarding updates at least annually, and more frequently where required, in line with statutory guidance
- Take lead responsibility for safeguarding and child protection (including online safety)
- Manage referrals to children's social care, the police and other agencies
- Act as a point of contact for staff and external partners
- Ensure all safeguarding concerns are recorded accurately and reviewed in a timely way
- Monitor patterns of concern and ensure appropriate action is taken
- Lead and oversee the work of the Inclusion Team in relation to safeguarding
- Ensure safeguarding training is completed and kept up to date
- Promote a strong safeguarding culture across the school
- Ensure appropriate information sharing
- Liaise with the headteacher and governing body on safeguarding matters

## **5.3 Deputy Designated Safeguarding Lead (DDSL)**

Deputy DSLs are trained to the same standard as the DSL and support the DSL in carrying out their role. They act in the DSL's absence and are available to staff for advice and support. The DDSL at Thurgoland CE Primary School is Tracy Stacey (PSA).

## **5.4 Headteacher**

The headteacher has overall responsibility for safeguarding and child protection within the school.

The headteacher will:

- Ensure that this policy is implemented effectively
- Ensure that staff receive appropriate safeguarding training and support
- Ensure that safeguarding is prioritised within school improvement
- Ensure safer recruitment procedures are followed
- Support the DSL in the effective delivery of their role
- Promote a culture in which safeguarding is everyone's responsibility

Dale Jordan, the Headteacher at Thurgoland CE Primary School is a trained DSL and will act as DSL where appropriate.

## **5.5 Governing Body**

The governing body will:

- Ensure that the school complies with its safeguarding duties
- Appoint a link governor for safeguarding
- Monitor the effectiveness of safeguarding policies and procedures
- Hold leaders to account for safeguarding practice
- Ensure appropriate training is undertaken
- Receive regular safeguarding updates, including audit findings and actions

Lynn Hoyland is the Safeguarding Governor for Thurgoland CE Primary School and the Chair of Governors is Laura Gregory-White.

### **5.6 Safeguarding Systems and Oversight (Inclusion Team)**

Thurgoland CE Primary School has established a robust safeguarding structure through its Inclusion Team.

The Inclusion Team meets weekly and plays a key role in safeguarding oversight by:

- Reviewing safeguarding records and concerns
- Monitoring vulnerable children
- Identifying patterns, trends and emerging risks
- Supporting decision-making in line with safeguarding thresholds
- Agreeing actions and next steps

This approach ensures that safeguarding is not reliant on a single individual but is instead a shared, reflective and accountable process. The DSL retains overall responsibility for all safeguarding decisions.

## **6. Safeguarding Systems and Processes**

Thurgoland CE Primary School operates clear and robust safeguarding systems to ensure that concerns are identified early, recorded accurately and responded to effectively.

Safeguarding practice within the school is proactive, reflective and informed by both internal monitoring and external scrutiny, as well as local and national safeguarding guidance.

The school's safeguarding systems include clear visitor management and site security procedures to help maintain a safe environment for children and staff.

### **6.1 Recording and Information Sharing**

All safeguarding concerns, disclosures and relevant information are recorded on CPOMS.

Records must be:

- completed as soon as possible after a concern arises
- accurate, factual and written in the child's own words where appropriate
- updated with all actions, decisions and outcomes

All staff are responsible for recording concerns. Where a member of staff does not have access to CPOMS, they must complete a written cause for concern form and pass this immediately to the DSL.

Information sharing is essential to effective safeguarding. Staff understand that:

- all concerns must be shared with the DSL
- information will be shared on a need-to-know basis
- fears about sharing information must not stand in the way of safeguarding
- data protection legislation does not prevent the sharing of information where a child is at risk of harm

Staff follow national guidance, including Information sharing advice for safeguarding practitioners, to support effective and timely decision-making.

In line with statutory guidance, the school recognises that effective safeguarding depends on timely, accurate and proportionate information sharing. Staff should never allow fears about sharing information to stand in the way of protecting a child.

### **6.2 Safeguarding Oversight – Inclusion Team**

The Inclusion Team provides structured safeguarding oversight and meets weekly.

The Inclusion Team:

- reviews all safeguarding records and live cases
- monitors patterns, trends and cumulative concerns using CPOMS
- identifies vulnerable children and emerging risks
- evaluates the impact of actions taken
- agrees next steps and ensures accountability

This approach ensures that safeguarding is dynamic, regularly reviewed and responsive to change.

The DSL retains overall responsibility for all safeguarding decisions.

### **6.3 Safeguarding Decision-Making**

The school uses the Barnsley Safeguarding Partnership Thresholds for Intervention document to support consistent, informed and proportionate safeguarding decision-making.

Safeguarding practice is informed by:

- the Barnsley Safeguarding Partnership Thresholds for Intervention
- local safeguarding procedures
- local Early Help processes
- national safeguarding guidance

Safeguarding decisions are not made in isolation. The DSL, supported by the Inclusion Team, considers:

- the level of need and risk
- the child's lived experience
- patterns and frequency of concerns
- contextual safeguarding factors

Professional curiosity and appropriate challenge are actively encouraged to ensure decisions are robust and in the best interests of the child.

Where appropriate, concerns are escalated in line with local procedures, including referral to children's social care, the police or other relevant agencies.

### **6.4 External Scrutiny and Quality Assurance**

Safeguarding practice is subject to regular external review to ensure it remains effective, compliant and continuously improving.

An external safeguarding audit is conducted by Nigel Lever, providing independent scrutiny of safeguarding systems, culture and practice.

Findings from audits are used to:

- inform school improvement priorities
- strengthen safeguarding systems and procedures
- support leadership accountability and governance oversight

The governing body receives regular updates on safeguarding practice, including audit outcomes and actions taken.

### **6.5 Secure Storage of Records**

All safeguarding records are:

- stored securely within CPOMS
- kept confidential and accessed only by appropriate staff
- transferred securely when a child moves school

Historical paper safeguarding records are stored securely in line with school procedures.

### **6.6 Review of Safeguarding Systems**

Safeguarding systems and processes are reviewed regularly to ensure they remain effective, compliant and responsive to emerging risks.

## **7. Recognising Abuse and Taking Action**

All staff, governors and volunteers must be able to recognise indicators of abuse, neglect and exploitation, and know how to respond appropriately. In line with *Keeping Children Safe in Education*, all staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and that concerns may overlap.

Staff should be particularly alert to children who:

- have additional needs (e.g. SEND)
- are experiencing mental health difficulties
- are persistently absent or missing from education
- may be vulnerable to exploitation, abuse or neglect

Staff must maintain professional curiosity and act on any concern, no matter how small.

The school recognises that safeguarding and early help are part of a wider system of support. Concerns about children may be addressed through safeguarding processes, SEND support, pastoral systems or a combination of these, depending on need.

Staff should be aware that children may not feel ready or able to tell someone that they are being abused.

### **7.1 If a child is in immediate danger or at risk of significant harm**

If a member of staff believes a child is suffering or likely to suffer significant harm, or is in immediate danger, they must:

- Make an immediate referral to children's social care and/or the police
- Inform the DSL immediately

Any member of staff can make a referral. However, the DSL must always be informed as soon as possible. Staff must not delay action in order to inform the DSL first.

Staff must not investigate safeguarding concerns and must report immediately to the DSL.

### **7.2 If a child makes a disclosure**

If a child discloses abuse, staff must:

- listen carefully and take the child seriously
- allow the child to speak freely without interruption
- avoid asking leading questions
- remain calm and not show shock or disbelief
- reassure the child that they have done the right thing

- explain that the information will need to be shared to keep them safe
- not promise confidentiality

Staff must:

- record the disclosure as soon as possible using CPOMS
- use the child's own words as far as possible
- report the concern to the DSL immediately

### **7.3 If a member of staff has a concern about a child**

If a staff member has any concern (even if it does not meet the threshold for immediate referral), they must:

- alert the DSL
- record the concern on CPOMS as a 'cause for concern'

The DSL will:

- review the concern
- determine the most appropriate response, which may include safeguarding action, early help or referral to other support systems
- record decisions and actions on CPOMS

The Inclusion Team will:

- review concerns weekly
- monitor patterns and cumulative concerns
- evaluate the effectiveness of actions taken
- agree next steps

Even where concerns do not meet statutory safeguarding thresholds, they will remain recorded and monitored as part of the school's wider support systems.

### **7.4 Early Help and Wider Support**

Early help is a key part of the school's approach to supporting children and families and is not solely a safeguarding response. Safeguarding responses consider the wider family context, including the impact of parental circumstances on siblings and other children within the household.

Where concerns indicate that a child may benefit from additional support:

- needs may be identified by staff, the DSL, the SENCo or through Inclusion Team discussions
- decisions may be made through safeguarding systems, SEND processes or pastoral support structures
- the school will work collaboratively with families and external agencies

Support may include:

- pastoral and wellbeing support
- SEND support
- attendance support
- targeted interventions

All support is:

- recorded appropriately (including on CPOMS where relevant)
- monitored through school systems
- reviewed regularly to ensure impact

Decisions regarding early help and support are informed by local frameworks, including the Barnsley Safeguarding Partnership Thresholds for Intervention.

This reflects the school's inclusive approach, ensuring that children receive the right support at the right time.

### **7.5 Escalation and Referral**

Where concerns meet the threshold for statutory intervention:

- the DSL will make a referral to children's social care in line with local procedures
- staff may be required to contribute to assessments and multi-agency working

If staff feel that appropriate action has not been taken, they must escalate concerns in line with the school's safeguarding procedures.

### **7.6 Recording and Follow-Up**

All safeguarding and support activity must be recorded on CPOMS, including:

- initial concerns
- actions taken
- decisions made
- outcomes

Records are reviewed regularly to ensure that:

- actions are followed through
- risks are reduced
- children receive appropriate and timely support

### **7.7 Specific Safeguarding Issues**

Staff must be aware of specific safeguarding issues, including but not limited to:

- child-on-child abuse
- child sexual and criminal exploitation
- domestic abuse
- female genital mutilation (FGM)
- radicalisation and extremism
- serious violence

Detailed guidance on these issues is provided in the appendices.

## **8. Online Safety**

Online safety is a key safeguarding priority at Thurgoland CE Primary School and is embedded within the school's wider safeguarding approach.

The school recognises that children are increasingly exposed to risks online, including:

- access to inappropriate or harmful content
- online abuse, including child-on-child abuse
- exploitation and grooming
- misinformation and harmful online influences

Safeguarding children in the digital world is a shared responsibility across the whole school community.

### **8.1 Whole-School Approach**

Online safety is addressed through a whole-school approach, including:

- effective filtering and monitoring systems
- a planned and progressive curriculum
- clear policies and expectations for staff and children
- regular staff training and updates

Online safety is not treated as a standalone issue but is embedded across safeguarding, behaviour and the curriculum. In line with *Keeping Children Safe in Education*, the school recognises that online safety is a safeguarding issue which should be considered through a whole-school and whole-community approach.

## **8.2 Filtering and Monitoring**

The school has appropriate filtering and monitoring systems in place to safeguard children when using school systems and devices.

These systems are designed to:

- prevent access to harmful, inappropriate or illegal content
- identify potential safeguarding concerns
- support staff in responding to online safety risks

Strategic responsibility for filtering and monitoring sits with the headteacher. Operational oversight is carried out by Gareth Wood and Cheri Beecroft, who work alongside the DSL and headteacher to ensure systems are functioning effectively and concerns are acted upon.

The school ensures that:

- filtering and monitoring systems are reviewed regularly and at least annually
- leaders understand the effectiveness and limitations of the systems in place
- roles and responsibilities for filtering and monitoring are clear
- safeguarding concerns identified through monitoring are reported promptly to the DSL
- the governing body receives assurance that filtering and monitoring systems are appropriate, effective and reviewed

The DSL works with relevant staff to ensure that online concerns identified through filtering and monitoring are considered in the wider safeguarding context.

## **8.3 Staff Responsibilities**

All staff:

- understand that online safety is part of safeguarding
- are aware of the risks children may face online
- reinforce online safety messages when working with children and communicating with parents
- report any concerns about online safety in line with safeguarding procedures

Staff receive training to support them in understanding their responsibilities and responding appropriately to concerns.

## **8.4 Teaching and Learning**

Online safety is taught explicitly through the school's curriculum, particularly through PSHE (Personal, Social, Health and Economic education) and RSHE (Relationships, Sex and Health Education). Safeguarding is embedded across the curriculum beyond PSHE and RSHE.

Children are taught:

- how to stay safe online
- how to recognise and respond to risk
- how to report concerns
- how to build safe and respectful relationships online
- how to critically evaluate online content

Online safety education is:

- age-appropriate

- regularly revisited
- responsive to emerging risks

This supports children to develop resilience, make informed decisions and understand how to keep themselves safe in an increasingly digital world.

Online safety is also reinforced across the wider curriculum, assemblies and targeted group or individual support.

### **8.5 Responding to Concerns**

Online safety concerns are managed in line with the school's safeguarding procedures.

Where concerns arise:

- they are recorded on CPOMS
- the DSL will assess risk and determine appropriate action
- incidents may be managed through safeguarding, behaviour or pastoral systems depending on context

Serious concerns will be referred to external agencies where appropriate.

### **8.6 Working with Parents and Carers**

The school works in partnership with parents and carers to promote online safety.

This includes:

- sharing information about online risks
- providing guidance on safe use of technology
- reinforcing expectations for online behaviour

Parents are informed about the online platforms and tools used within school.

## **9. Early Help, Thresholds and Multi-Agency Working**

Thurgoland CE Primary School recognises that effective safeguarding requires early identification of need and a coordinated response. Support for children sits across a continuum and may involve safeguarding, early help, SEND support and pastoral systems. Where children attend alternative provision, the school retains responsibility for safeguarding and will ensure appropriate checks and oversight are in place.

### **9.1 Early Identification of Need**

All staff are responsible for identifying children who may benefit from early help or additional support.

This includes children who:

- have SEND or additional needs
- are experiencing mental health or wellbeing difficulties
- are persistently absent or missing from education
- are at risk of exploitation, abuse or neglect
- are living in challenging family circumstances

Staff must act on concerns early and share information with the DSL or relevant staff.

### **9.2 Early Help and Wellbeing Support**

Early help is a key part of the school's approach to supporting children and families and is not solely a safeguarding response.

The school maintains a wellbeing register to identify and monitor children with emerging wellbeing and mental health needs.

For these children:

- wellbeing plans are implemented to provide targeted support
- needs are monitored and reviewed regularly through the Inclusion Team meetings
- support is adapted in response to the child's progress and changing needs

Early help and wellbeing support may be identified and coordinated by:

- the DSL
- the SENCo
- the Inclusion Team
- other appropriate school leaders

Support may include:

- pastoral support
- SEND support
- attendance intervention
- targeted interventions
- wellbeing plans

Where needs escalate, concerns may be progressed through:

- SEND processes
- early help pathways
- referral to external agencies

All support is:

- recorded appropriately (including on CPOMS where relevant)
- monitored through school systems
- reviewed regularly to ensure impact

This reflects the school's inclusive approach, ensuring that children receive the right support at the right time.

### **9.3 Thresholds for Intervention**

The school uses the Barnsley Safeguarding Partnership Thresholds for Intervention to support decision-making.

This framework supports staff and leaders to:

- identify levels of need
- determine appropriate responses
- ensure timely escalation where required

Decisions are informed by:

- the level of risk and need
- the child's lived experience
- patterns and cumulative concerns
- contextual safeguarding factors

### **9.4 Multi-Agency Working**

The school works closely with external agencies to safeguard and support children.

This includes:

- children’s social care
- early help services
- health professionals
- police
- other relevant agencies

Referrals are made in line with local procedures. The school contributes to:

- assessments
- strategy discussions
- child protection conferences
- core group meetings

Staff may be required to share information and attend meetings to support multi-agency planning.

### **9.5 Escalation and Professional Challenge**

The school recognises the importance of professional challenge in safeguarding.

If staff feel that:

- a child’s needs are not being met
- appropriate action has not been taken

they must escalate concerns in line with school procedures.

The DSL will:

- follow local escalation procedures where necessary
- advocate for the child to ensure appropriate support is provided

### **10. Specific Safeguarding Issues and Vulnerabilities**

All staff are aware that safeguarding issues can present in many forms and that children may be at risk of harm both inside and outside of school, including online.

Staff are trained to recognise indicators of abuse, neglect and exploitation and understand that safeguarding concerns can be complex and overlapping.

#### **10.1 Types of Abuse**

Staff are aware of the main categories of abuse:

- physical abuse
- emotional abuse
- sexual abuse
- neglect

Detailed definitions are provided in the appendices.

#### **10.2 Specific Safeguarding Issues**

Staff are aware of a wide range of safeguarding issues, including but not limited to:

- child-on-child abuse (including sexual violence and sexual harassment)
- child sexual exploitation (CSE)
- child criminal exploitation (CCE), including county lines
- domestic abuse- this includes coercive and controlling behaviour within relationships, which may have a significant impact on children’s safety and wellbeing
- female genital mutilation (FGM)
- forced marriage and so-called ‘honour-based’ abuse
- radicalisation and extremism (Prevent duty)
- serious violence

- modern slavery and human trafficking
- online safety risks, including inappropriate content and harmful online behaviour
- sharing of nudes and semi-nudes (youth-produced sexual imagery). Incidents involving the sharing of nudes and semi-nudes will be managed in line with national guidance and safeguarding procedures.

Staff understand that these issues may not be isolated and may be linked to wider contextual risks.

### **10.3 Contextual Safeguarding**

The school recognises that safeguarding risks may arise from a child's wider environment.

This includes:

- peer groups
- family circumstances
- community contexts
- online environments

Staff consider these factors when assessing risk and planning support.

### **10.4 Children Potentially at Greater Risk of Harm**

Some children may be more vulnerable to abuse or may face additional barriers to disclosure.

This includes children who:

- have SEND or health conditions
- are experiencing mental health difficulties
- are young carers
- are looked after or previously looked after
- are in kinship care, adopted children and unborn children where there are safeguarding concerns relating to expectant families
- are persistently absent or missing from education
- are at risk of exploitation or discrimination
- have English as an additional language
- are living in challenging or unstable home circumstances

Staff are supported to recognise these vulnerabilities and respond appropriately.

### **10.5 Child-on-Child Abuse**

The school recognises that children can abuse other children.

This can include:

- bullying (including cyberbullying)
- physical abuse
- sexual violence and sexual harassment
- harmful sexual behaviour

The school has a zero-tolerance approach to abuse and will ensure that:

- all concerns are taken seriously
- victims are supported and protected
- appropriate action is taken

The DSL will carry out a risk assessment and implement support and safeguarding actions for all children involved.

### **10.6 Mental Health and Wellbeing**

The school recognises that mental health and wellbeing can be both an indicator of safeguarding concerns and an area of need in its own right.

Where children are experiencing mental health difficulties:

- this will be considered within safeguarding and wider support systems
- support may be provided through wellbeing plans, SEND processes or early help
- concerns will be escalated where necessary

### **10.7 Responding to Specific Safeguarding Issues**

All specific safeguarding concerns are managed in line with the school's safeguarding procedures.

This includes:

- recording concerns on CPOMS
- reporting to the DSL
- assessing risk and determining appropriate action
- involving external agencies where required

Detailed procedures and guidance are provided in the appendices.

## **11. Safer Recruitment**

Thurgoland CE Primary School is committed to ensuring that all recruitment processes are robust and designed to deter, identify and reject unsuitable candidates.

The school adheres to safer recruitment principles in line with Keeping Children Safe in Education.

### **11.1 Recruitment Principles**

The school ensures that:

- safeguarding is a key consideration throughout all stages of recruitment
- job descriptions and person specifications include safeguarding responsibilities
- applicants are made aware of the school's safeguarding expectations
- references are obtained and scrutinised
- gaps in employment history are explored

Recruitment practice is carried out in line with Part 3 of *Keeping Children Safe in Education*. All recruitment processes are conducted with due regard to safeguarding and promoting the welfare of children.

### **11.2 Pre-Appointment Checks**

The school carries out all required pre-employment checks, including:

- an enhanced Disclosure and Barring Service (DBS) check with barred list information (where applicable)
- identity verification
- right to work in the UK
- qualification checks
- prohibition from teaching checks (where applicable)
- section 128 checks (for leadership roles, where applicable)
- disqualification under the Childcare Act checks (where applicable)

Where appropriate, additional checks may be carried out, including online searches in line with current guidance.

### **11.3 Single Central Record (SCR)**

The school maintains a Single Central Record of all staff and relevant adults working in school.

The SCR includes:

- all required pre-employment checks
- the date checks were completed
- confirmation that checks have been verified

The SCR is regularly reviewed to ensure it is accurate and compliant.

#### **11.4 Safer Recruitment Training**

At least one member of any interview panel has completed safer recruitment training.

Leaders and governors involved in recruitment are appropriately trained to ensure safer recruitment practices are consistently applied.

#### **11.5 Volunteers, Contractors, Visitors and Site Security**

The school ensures that appropriate safeguarding arrangements are in place for volunteers, contractors, visitors and any other adults on site.

This includes:

- all visitors signing in on arrival and signing out when leaving
- all visitors wearing a visitor badge while on site
- verifying identity where appropriate
- ensuring visitors are made aware of safeguarding expectations and reporting procedures
- ensuring contractors and visitors are appropriately supervised where required
- checking whether a DBS check is required based on the nature of the visit or work being undertaken
- confirming that external organisations providing staff or services have carried out appropriate safeguarding checks
- ensuring site security arrangements support safeguarding, including controlling access to the building and challenging any unknown adult on site without identification

Visitors who are not appropriately checked will not be left unsupervised with children.

#### **11.6 Ongoing Vigilance**

Safer recruitment does not end at appointment.

The school maintains a culture of vigilance by:

- ensuring staff understand and follow the staff code of conduct
- providing regular safeguarding training
- promoting a culture where concerns about adults are raised promptly

Ongoing vigilance includes maintaining professional boundaries, adhering to the staff code of conduct, raising concerns promptly and recognising that safeguarding remains everyone's responsibility after appointment.

### **12. Allegations Against Staff and Low-Level Concerns**

Thurgoland CE Primary School recognises that safeguarding includes concerns about adults working with children. The school promotes a culture of openness, transparency and vigilance where concerns about adults are identified and addressed promptly.

#### **12.1 Purpose**

This section applies to all staff, volunteers, supply staff and contractors.

It outlines procedures for:

- managing allegations that meet the harm threshold
- responding to low-level concerns
- ensuring concerns are handled consistently, fairly and promptly

Procedures in this section reflect Part 4 of *Keeping Children Safe in Education* and local authority procedures.

### **12.2 What is an Allegation?**

An allegation is where a member of staff or adult working with children has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

### **12.3 Reporting Allegations**

All allegations must be reported immediately.

- Allegations about staff must be reported to the headteacher
- Allegations about the headteacher must be reported to the Chair of Governors

The headteacher (or Chair of Governors) will:

- contact the Local Authority Designated Officer (LADO)
- follow local procedures
- ensure appropriate action is taken

Staff must not:

- investigate the allegation themselves
- delay reporting

### **12.4 Low-Level Concerns**

A low-level concern is any concern about an adult's behaviour that:

- is inconsistent with the staff code of conduct
- does not meet the threshold for an allegation

Examples may include:

- boundary issues
- inappropriate language
- behaviour that may be considered unprofessional

### **12.5 Reporting Low-Level Concerns**

All low-level concerns must be reported to the headteacher.

Staff are encouraged to report concerns:

- early
- without fear of judgement
- even if they are unsure

This supports a culture of openness and helps prevent escalation.

### **12.6 Recording and Managing Low-Level Concerns**

Low-level concerns will be:

- recorded by the headteacher in a clear and secure manner
- reviewed individually and collectively so that patterns, trends or repeated behaviours can be identified over time
- considered in the context of the staff code of conduct
- addressed appropriately, which may include guidance, support, supervision, training, informal discussion or formal action

The school recognises that a series of low-level concerns, when viewed together, may indicate a greater risk or a culture issue and may meet the threshold for further action.

Records are kept securely and in line with data protection requirements.

### **12.7 Culture of Safeguarding**

The school promotes a culture where:

- staff feel confident to raise concerns
- professional curiosity is encouraged
- behaviour is challenged where necessary
- safeguarding is everyone's responsibility

The school recognises that early identification of concerns about adults is a key part of safeguarding children.

### **12.8 Whistleblowing**

Staff who feel unable to raise concerns internally can use the school's whistleblowing procedures.

Concerns about safeguarding practice will be taken seriously and responded to appropriately.

## **13. Record Keeping and Information Management**

Thurgoland CE Primary School recognises that accurate, timely and secure record keeping is essential to effective safeguarding.

Safeguarding records provide a clear and cumulative picture of a child's needs and are used to inform decision-making and support.

### **13.1 Recording Safeguarding Information**

All safeguarding concerns, disclosures and relevant information are recorded on CPOMS.

Records must be:

- completed as soon as possible after a concern arises
- clear, factual and accurate
- written in the child's own words where appropriate
- updated with all actions, decisions and outcomes

All staff are responsible for recording concerns in line with school procedures.

### **13.2 Storage and Security**

Safeguarding records are:

- stored securely within CPOMS
- treated as confidential
- accessed only by appropriate staff

Information is shared on a need-to-know basis in order to safeguard children.

The school complies with data protection legislation, including the Data Protection Act 2018 and UK GDPR.

### **13.3 Information Sharing**

The school recognises that timely information sharing is essential to safeguarding.

Staff understand that:

- fears about sharing information must not stand in the way of safeguarding
- information can be shared without consent where a child is at risk of harm
- decisions about sharing information are made in the best interests of the child

The school follows Information sharing advice for safeguarding practitioners to support decision-making.

### **13.4 Monitoring and Review of Records**

Safeguarding records are regularly reviewed to ensure that:

- concerns are followed up
- actions are appropriate and timely
- patterns and cumulative concerns are identified

This review takes place through:

- DSL oversight
- Inclusion Team meetings
- ongoing safeguarding monitoring

### **13.5 Transfer of Records**

When a child moves to another school:

- safeguarding records are transferred securely to the receiving school
- this is done promptly and separately from the main child file
- receipt of records is confirmed

The DSL will ensure that appropriate information is shared to support the child's ongoing safety and wellbeing.

### **13.6 Retention of Records**

Safeguarding records are retained in line with statutory guidance and local authority requirements.

Records are:

- kept for an appropriate period
- disposed of securely when no longer required

## **14. Training**

Thurgoland CE Primary School is committed to ensuring that all staff receive appropriate safeguarding and child protection training in order to effectively carry out their responsibilities.

Safeguarding training is part of a whole-school approach and supports a strong culture of vigilance, professional curiosity and early intervention.

### **14.1 Whole-School Training**

All staff, including teaching staff, support staff, office staff, site staff and cleaning staff, receive safeguarding training appropriate to their role.

Training:

- is provided at induction
- is updated regularly (at least annually)
- includes safeguarding and child protection, including online safety

Whole-school safeguarding training is delivered by Nigel Lever, ensuring that it is current, relevant and informed by local and national priorities.

### **14.2 Targeted and Specialist Training**

In addition to whole-school training, staff access targeted safeguarding training on specific issues.

This includes training provided through National College, for example:

- female genital mutilation (FGM)
- radicalisation and extremism (Prevent duty)
- other emerging safeguarding risks

This ensures staff have a deeper understanding of specific safeguarding issues and are able to respond appropriately.

### **14.3 Designated Safeguarding Lead Training**

The DSL and deputy DSLs:

- receive appropriate training for their role
- update their knowledge and skills regularly
- take part in multi-agency training where appropriate

This ensures they have the knowledge and confidence to carry out their responsibilities effectively.

### **14.4 Ongoing Updates and Safeguarding Culture**

Safeguarding is a standing item in all staff meetings.

Through this, key safeguarding themes are:

- regularly revisited and refreshed
- updated in response to emerging risks
- discussed in the context of current school practice

Staff also receive additional safeguarding updates through:

- briefings
- safeguarding communications
- professional discussions

This ensures that safeguarding remains a continuous focus and is embedded within daily practice.

### **14.5 Governors and Leadership Training**

Governors receive safeguarding training appropriate to their role.

This enables them to:

- understand safeguarding responsibilities
- provide effective challenge and support
- monitor safeguarding practice

## **15. Monitoring and Review**

Thurgoland CE Primary School is committed to ensuring that safeguarding practice is regularly monitored, reviewed and strengthened.

Safeguarding is dynamic and responsive, and systems are continually evaluated to ensure they remain effective and meet the needs of children.

### **15.1 Internal Monitoring**

Safeguarding is monitored through established school systems, including:

- regular oversight by the DSL
- weekly Inclusion Team meetings
- ongoing review of safeguarding records on CPOMS
- monitoring of vulnerable children and emerging risks

This ensures that safeguarding concerns are:

- identified early
- followed up appropriately
- reviewed for impact

### **15.2 External Scrutiny**

Safeguarding practice is subject to external review to ensure compliance and continuous improvement.

An external safeguarding audit is conducted by Nigel Lever, providing independent evaluation of safeguarding systems, culture and practice.

Findings from audits are used to:

- inform school improvement priorities
- strengthen safeguarding procedures
- support leadership accountability

### **15.3 Governing Body Oversight**

The governing body plays a key role in monitoring safeguarding.

The governing body:

- receives regular safeguarding updates from the headteacher and DSL
- reviews safeguarding policies and procedures
- monitors the effectiveness of safeguarding systems
- considers outcomes from safeguarding audits
- holds leaders to account for safeguarding practice

A named safeguarding governor, Lynn Hoyland, works closely with the DSL to provide additional oversight and challenge.

### **15.4 Policy Review**

This policy is reviewed annually to ensure it remains compliant with statutory guidance, including *Keeping Children Safe in Education*, and reflects local safeguarding arrangements and school practice.

It may also be updated:

- in response to changes in statutory guidance
- following safeguarding incidents or concerns
- as a result of audit findings or internal review

### **15.5 Continuous Improvement**

The school is committed to continuous improvement in safeguarding practice.

This includes:

- reflecting on safeguarding cases and decisions
- identifying trends and patterns
- adapting systems in response to emerging risks
- ensuring safeguarding remains a priority across the school

## **16. Complaints and Whistleblowing**

Thurgoland CE Primary School is committed to maintaining a culture where concerns about safeguarding practice can be raised openly and are taken seriously.

### **16.1 Complaints about Safeguarding**

Concerns or complaints about safeguarding practice should be raised as soon as possible.

- Concerns about the safeguarding practice of staff should be reported to the headteacher
- Concerns about the headteacher should be reported to the Chair of Governors

All concerns will be:

- taken seriously
- investigated appropriately
- managed in line with school procedures

The school's complaints procedure is available to parents and carers and can be accessed via the school website.

### **16.2 Whistleblowing**

Staff who have concerns about safeguarding practice or the behaviour of colleagues are encouraged to raise these concerns internally in the first instance.

The school promotes a culture where:

- staff feel confident to raise concerns
- concerns are listened to and acted upon
- there is no fear of retribution

If a member of staff feels unable to raise concerns internally, they may use the school's whistleblowing procedures or contact external agencies.

### **16.3 Escalation**

If concerns are not addressed appropriately, staff must escalate concerns through appropriate channels.

This may include:

- following the school's escalation procedures
- contacting the Local Authority Designated Officer (LADO)
- seeking advice from external safeguarding agencies

## **Appendix 1: Types and Indicators of Abuse**

All staff should be aware of the four main types of abuse and recognise that children may experience more than one form of harm.

### **1. Physical Abuse**

Physical abuse may involve:

- hitting, shaking, throwing, poisoning, burning or scalding
- drowning, suffocating or otherwise causing physical harm

Possible indicators include:

- unexplained injuries or injuries inconsistent with explanation
- frequent injuries
- reluctance to change clothes (e.g. for PE)
- flinching or fear of physical contact

### **2. Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child.

This may include:

- conveying that a child is worthless or unloved
- not giving the child opportunities to express their views
- serious bullying (including cyberbullying)
- exposure to domestic abuse

Possible indicators include:

- low self-esteem
- withdrawal or anxiety
- delayed development
- excessive attention-seeking

### **3. Sexual Abuse**

Sexual abuse involves forcing or enticing a child to take part in sexual activities.

This includes:

- physical contact (penetrative or non-penetrative)
- non-contact activities (e.g. grooming, online abuse, exploitation)

Possible indicators include:

- inappropriate sexual behaviour or knowledge
- changes in behaviour
- reluctance to be alone with certain individuals
- unexplained gifts or possessions

The school recognises the serious and long-term impact of child sexual abuse and ensures that all concerns are taken seriously, recorded and acted upon without delay.

#### **4. Neglect**

Neglect is the persistent failure to meet a child's basic needs.

This may include failure to:

- provide adequate food, clothing or shelter
- protect a child from harm or danger
- ensure access to medical care
- meet emotional needs

Possible indicators include:

- poor hygiene
- hunger
- untreated medical issues
- frequent absence or lateness

#### **Important Considerations**

- Abuse can take place inside or outside the home, including online
- Children may not recognise abuse or may be unable to disclose
- Indicators should be considered in context and over time
- Staff must maintain professional curiosity

All concerns must be reported in line with the school's safeguarding procedures.

## **Appendix 2: Allegations Against Staff and Low-Level Concerns Procedure**

This appendix sets out the **procedural steps** for managing allegations and low-level concerns.

### **1. Reporting an Allegation (Harm Threshold)**

If a concern meets the harm threshold, staff must:

1. Report immediately to the headteacher
2. If the concern is about the headteacher, report to the Chair of Governors

The headteacher/Chair of Governors will:

- contact the LADO within one working day
- follow advice provided
- record actions taken

### **2. Initial Management**

Following consultation with the LADO, the school will:

- determine whether the allegation meets the threshold
- agree next steps (e.g. investigation, referral, no further action)
- ensure appropriate safeguarding measures are in place

The school will:

- not investigate without LADO guidance
- maintain confidentiality
- record all actions clearly

### **3. Support**

The school will ensure:

- the child is safeguarded and supported
- the staff member is informed and supported appropriately

### **4. Reporting a Low-Level Concern**

If a concern does not meet the harm threshold, staff must:

1. Report to the headteacher as soon as possible
2. Provide a clear, factual account

### **5. Management of Low-Level Concerns**

The headteacher will:

- record the concern
- review individually and over time to identify patterns, repeated behaviours or emerging concerns
- determine appropriate action

Possible actions include:

- advice or guidance
- informal discussion
- formal management action in line with school procedures
- escalation if threshold is met

## **6. Escalation**

If there is uncertainty about the threshold:

- the headteacher will seek advice from the LADO

If staff feel concerns are not being addressed:

- they must escalate in line with school procedures or whistleblowing routes

## **7. Record Keeping**

All allegations and low-level concerns will be:

- recorded securely
- retained in line with policy
- reviewed where appropriate to identify patterns

### **Appendix 3: Specific Safeguarding Issues (Detailed Guidance)**

Staff should be aware of a range of specific safeguarding issues that may place children at risk of harm. These issues can overlap and may require a coordinated response.

All concerns must be reported in line with the school's safeguarding procedures.

#### **1. Child-on-Child Abuse**

Child-on-child abuse can occur both inside and outside school, including online.

This may include:

- bullying (including cyberbullying)
- physical abuse
- sexual violence and sexual harassment
- harmful sexual behaviour

The school will:

- take all concerns seriously
- ensure victims are supported and protected
- take appropriate action in response

Most cases of children hurting other children will be dealt with under the behaviour policy, but this safeguarding policy applies where the behaviour raises safeguarding concerns. Child-on-child abuse will never be tolerated or dismissed as banter, part of growing up or harmless behaviour.

#### **2. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Exploitation involves situations where children are manipulated or coerced into activities in exchange for something (e.g. money, gifts, status).

Indicators may include:

- unexplained gifts or possessions
- changes in behaviour
- association with older individuals or groups
- going missing from home or school

#### **3. Domestic Abuse**

Domestic abuse can have a significant impact on children's safety and wellbeing.

Children may:

- witness abuse
- experience emotional or physical harm
- show changes in behaviour or emotional wellbeing

The school works with external agencies and responds to notifications such as Operation Encompass.

#### **4. Female Genital Mutilation (FGM)**

FGM is illegal and a form of abuse.

Indicators may include:

- a girl talking about a special procedure or holiday
- prolonged absence from school
- difficulty walking or sitting

Teachers have a statutory duty to report known cases of FGM to the police.

#### **5. Radicalisation and Extremism (Prevent Duty)**

Children may be vulnerable to extremist ideologies.

Indicators may include:

- changes in behaviour or beliefs
- isolation from peers
- use of extremist language

The school has a duty to prevent children from being drawn into terrorism.

#### **6. Serious Violence**

Children may be at risk of or involved in serious violence.

Indicators may include:

- increased absence
- unexplained injuries
- involvement with gangs or groups

#### **7. Online Safety**

Risks include:

- access to harmful content
- online abuse or exploitation
- grooming
- sharing of inappropriate images

Online safety is addressed through the school's safeguarding systems and curriculum.

#### **8. Mental Health**

Mental health concerns may:

- be an indicator of abuse or neglect
- require additional support

The school:

- monitors wellbeing through its wellbeing register
- implements wellbeing plans
- escalates concerns through SEND or early help processes where appropriate

#### **9. Contextual Safeguarding**

Safeguarding risks may arise from:

- peer groups
- family circumstances
- the local community
- online environments

Staff consider these factors when assessing risk and planning support.

#### **10. Additional Vulnerabilities**

Some children may be at increased risk, including those who:

- have SEND
- are looked after or previously looked after
- are young carers
- experience discrimination
- have English as an additional language
- are missing from education

#### Appendix 4

### CPOMS Reporting Guidance

All safeguarding concerns must be recorded on CPOMS as soon as possible and on the same day. Staff must ensure that concerns are factual, accurate and include the child’s voice where appropriate. Recording must not delay reporting to the DSL.

#### Step 1: Is what you are reporting an **incident**, **action** or **event**?

	What this means to us at Thurgoland CE Primary		Examples (not an exhaustive list)	Where to report
<b>Incident</b>	A new behaviour or safeguarding incident that has happened or been reported in or outside of school.		Verbal aggression, physical aggression, reaching stage 3 on the behaviour system or neglect concerns etc.	To add an incident, click on add incident in the top right-hand corner of your dash board.
<b>Action</b>  *note, you can only add an action if you have a Multi-factor authentication (MFA) log in, which is usually leadership and teachers only *	An incident has ALREADY occurred and the incident has ALREADY been recorded. An action was required and this is to be recorded.		A check in with a child, a conversation with a parent, a child to miss 5 minutes of their playtime to discuss how to be their best self, the Headteacher to meet parents, an incident to be referred to social services or a TAF meeting to be run.	To add an action, open the original incident allocated to a child and scroll to the bottom of the log then click ‘add action’.
<b>Event</b>	This is NOT linked to an incident. This will often be linked to SEND but not exclusive to this area.		Contact with parents and carers or contact with external agencies etc.	To add an event, click on add arrow located next to ‘add incident’ in the top right-hand corner of your dash board and click ‘add event’.

Where a concern relates to safeguarding or welfare, staff must ensure it is recorded as a safeguarding concern and reported to the DSL immediately.

**Step 2: Record the incident, action or event.**

Stage of reporting	What to include in each stage	Example
S	<p><b>Situation – date /time of concern / location / who (full names as appear in CPOMS and role)</b></p>	<p>Example 1 - 06.11.2023 08:45 Paul Trotter (a parent of a child in school) approached Mr Dale Jordan (Headteacher).</p> <p>Example 2 – 06.11.2023 11:55 All children in Class one getting ready for lunch in the cloak room. Peter and Paul in the cloakroom putting on their coats.</p>
T	<p><b>Trigger - What has occurred to bring this to the attention of an adult / what was the behaviour</b></p>	<p>Example 1 - Paul informed Mr Dale Jordan that Harry Bannan’s mum had taken an overdose on Sunday and was admitted to hospital on Sunday evening. Paul was concerned that there was not a responsible adult in the home on Sunday night. Mr Dale Jordan asked Paul if he knew if Harry’s mum was still in hospital? Paul replied that he was not sure.</p> <p>Example 2 - Peter walked behind Paul and he turned around and hit Paul. Peter retaliated and hit him back.</p>
A	<p><b>Action – What has the adult done to respond to the trigger / details of how this went including factual comments (use the exact words that have been spoken)</b></p>	<p>Example 1 - Mr Dale Jordan thanked Paul for making the disclosure and reassured Paul that he would report this to the necessary external agencies. Mr Dale Jordan shared the school’s phone number and asked that Paul call the school if he has any updates.</p> <p>Example 2 - Mrs Katie Gilder (Class one teacher) spoke to both boys. Peter shrugged his shoulders when asked why he had done this and Paul said he had forgotten we don't fight back so he said 'I fought back'. Mrs Katie Gilder spoke to both boys about how to behave and what to do in this situation.</p>
R	<p><b>Response, next steps and rationale – How has this been resolved, what next steps and actions are required and why?</b></p> <p><b>Think 1,1,1 - What needs to be completed in 1 day, 1 week and 1 month. Consider immediate actions and short-, medium- and longer-term next steps (e.g. same day, within one week, within one month).</b></p>	<p>Example 1 - Mr Dale Jordan was concerned about the welfare of the children IF mum had been admitted to the hospital. All children in the family were in school so there were no immediate concerns about the safety of the children. Based on these facts the next steps to be taken are: Immediately, Mr Dale Jordan to contact the parents of Harry to assign if the alleged incident has taken place and to gather more details. Within 1 day, if no response from parents, Mr Dale Jordan to report to Barnsley Children's Social Care Assessment Team (telephone 01226 772423).</p> <p>Example 2 – Due to physical behaviour, Peter and Paul will miss 5 minutes of their afternoon playtime on 6.11.2023 and parents to be informed at the end of the day by Mrs Katie Gilder. Mr Dale Jordan not informed this time due to age, stage and development of children.</p>

Staff must not investigate concerns or seek to gather evidence. Their role is to observe, record and report.

**Step 3: Assign one (or more) categories.**

Mark the appropriate boxes to allocate one or more categories. Once you mark on the main category, it will open further sub categories to select e.g. by clicking on 'Cause for concern' this will open the 5 'Cause for Concern' subcategories. Ensure you mark to the most appropriate and accurate category.

Categories

Attachment
  Attendance
  Behaviour Related Log
  Bullying
  Cause for Concern
  Child Contact
  Child Protection
  Contact with External Agency
  Early Help
  Healthy Relationships
  Home Issues / Parenting Issues
  Medical Issues
  Mental Health / Well-being
  Parental Contact
  Safeguarding
  SEND
  Team Teach Incident
  Violent Incident

**Cause for Concern Subcategories**

Domestic Violence
  Emotional Related
  Neglect Related
  Physical Related
  Sexual Related

#### Step 4: Link any other students.

This could be other children involved in the incident, any witnesses or siblings if the incident involves the family.

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

#### Step 5: ACTIVE / CLOSED / No Further Action

ALL incidents should be recorded as 'ACTIVE'. When a member of SLT, usually the HT, reviews the incident, they will decide on appropriate next steps and change the status of the incident.

#### Step 6: Assign this report to a member of staff.

Usually this will be the person who is reporting.

Assign to

Begin typing a staff member's name

#### Step 7: Are there any external agencies involved who need to be assigned?

Alert Staff Members

Agency Involved

ASDAT Team  
 CAFCAS  
 CAMHS  
 Children's Disability Team  
 Children's Hospital  
 Early Help Assessment  
 Educational Psychologist  
**EHC Team**

#### Step 8: Is there a need for any reminders to be scheduled for any next steps or actions?

Click on the box to mark 'Add to planner'

This will bring up a 'Remind at' function. Select the date and time you want the reminder to alert – this can be as simple as 1 day, 1 week or 1 month later.

If you want a person other than yourself to be alerted, add a name to the 'Alert staff member' box and then mark the require action box that is on the right-hand side of their name.

**Alert Staff Members**

Begin typing a staff member's name

DSL

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

1 staff will be alerted.

Name	Show Documents	Require action	Delete
Lorraine Mackie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Agency Involved

Add to planner

Remind at 10/11/2023 16:16 or in 1 day

Text

**Submit Incident**

**Step 9: – Submit the incident by pressing the ‘Submit Incident box’ at the bottom of the page.**

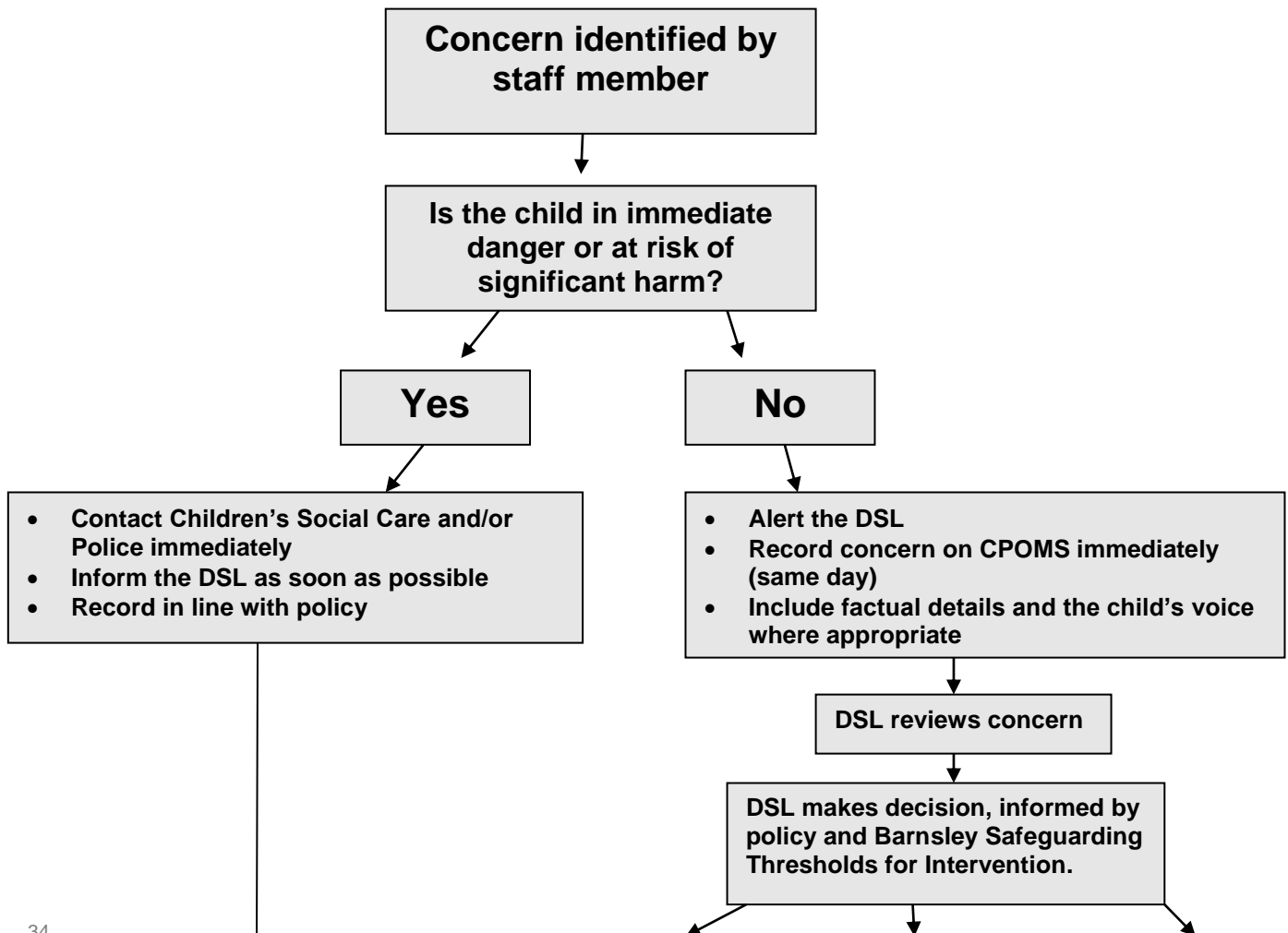
The DSL (or deputy DSL) will review all safeguarding concerns, determine appropriate action and ensure that records are complete and accurate.

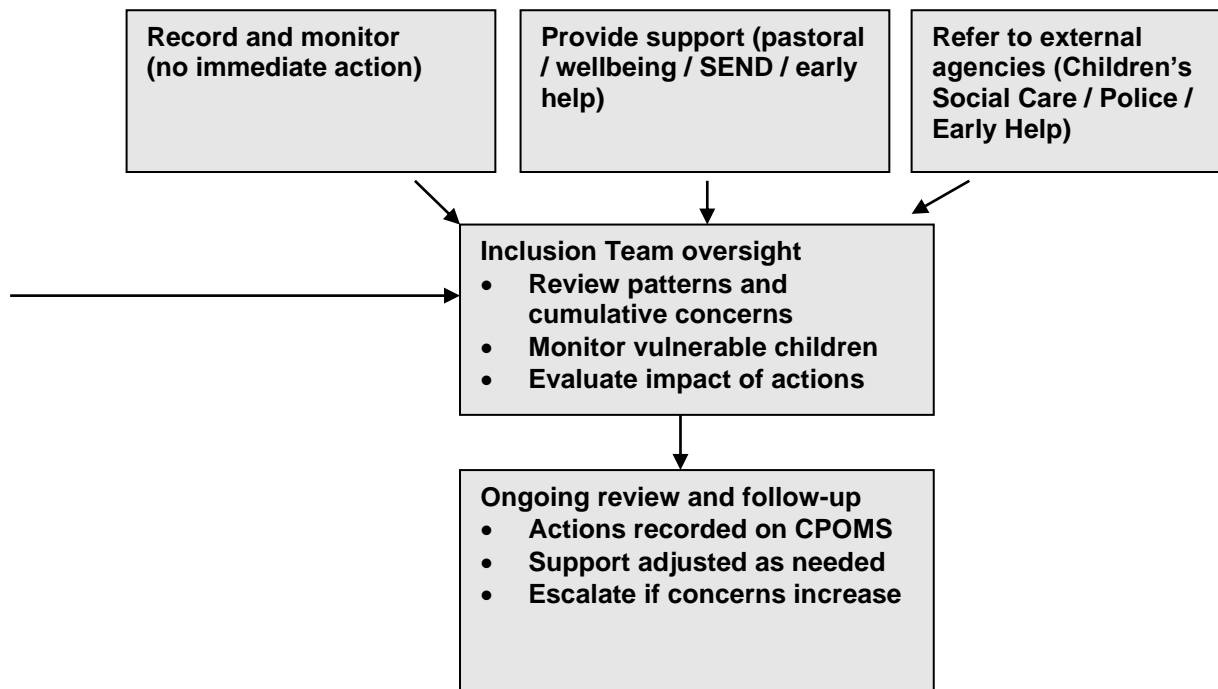
**Appendix 5: Safeguarding Procedures – Visual Guides**

This appendix provides clear visual summaries of key safeguarding procedures to support staff in responding to concerns. These flowcharts should be read alongside the main body of the safeguarding policy.

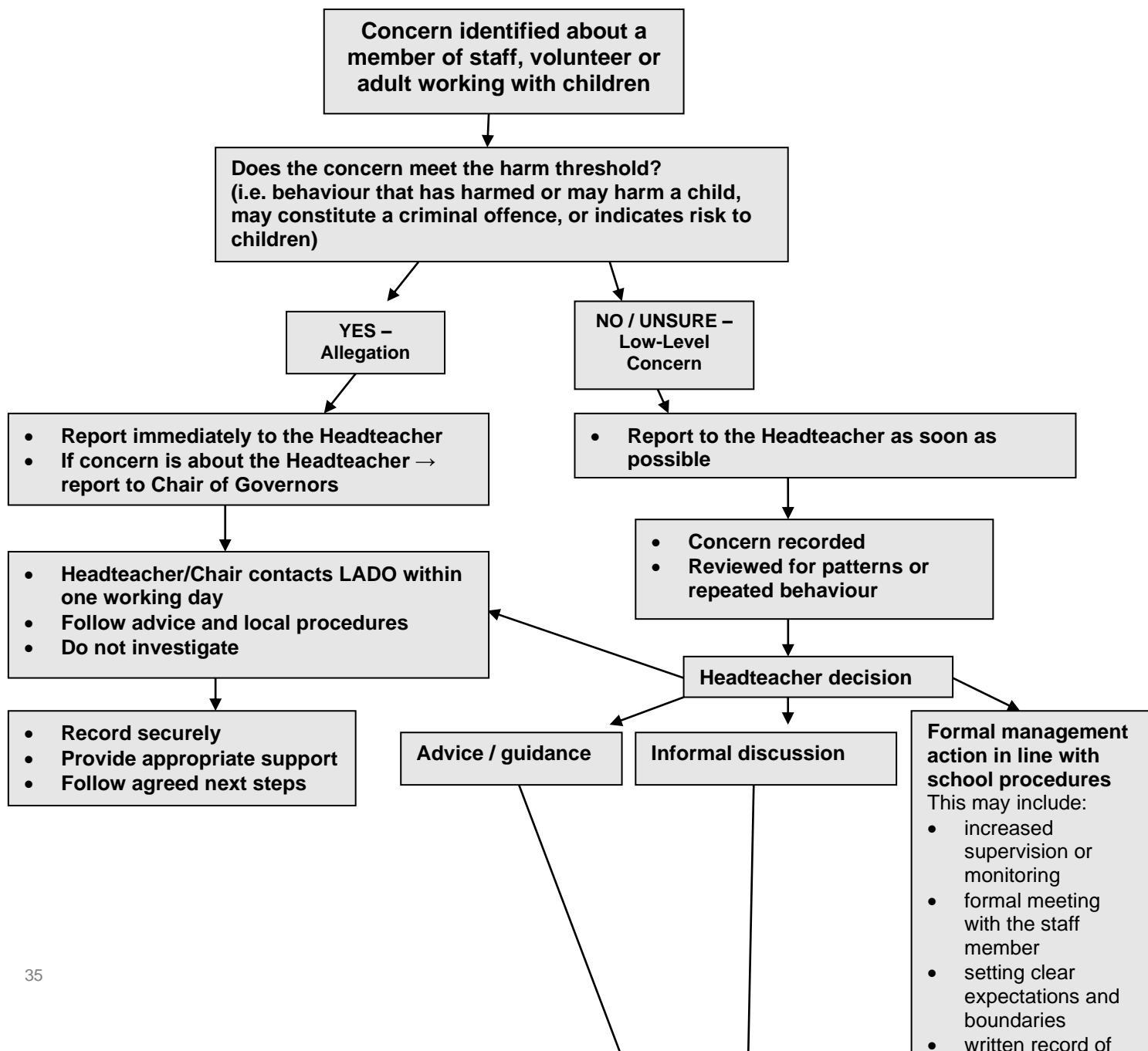
These flowcharts are intended to support staff in responding to safeguarding concerns. Staff must always follow the full safeguarding procedures set out in this policy and seek advice from the DSL where needed.

**What to do if you have a concern about a child?**





**Concerns about adults (allegations and low-level concerns)**



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- Ongoing monitoring**
- **Patterns reviewed**
  - **Culture of openness maintained**