Safeguarding and Child Protection Policy

Status	Date
Date Issued:	Autumn Term 2022
Prepared by:	PRST Central Team
Adopted by Trust Board:	Autumn Term 2022
Reviewed:	Autumn 2023 Changes in green
Next Review date:	Autumn Term 2024

Contents

At Prince Regent Street Trust, 'we are aware that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

Aims
- To have in place a Safeguarding and Child Protection Policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To have in place roles and responsibilities for all stakeholders, see **Appendix A**.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The following are important telephone numbers that must be always kept up to date:

Safeguarding Contacts	Name	Telephone No.
Designated Safeguarding Lead	Caroline Taylor (BF) Rob Shildrick (BF) Claire Park (HB) Sean Davies (V) Susan Hawes (W)	01642 767051 01642 646001 01642 676768 01740 644374
Deputy Designated Safeguarding Lead	Claire Shildrick (BF) Lindsey Wain (HB) Jordan Mansell (V) Julie Whitehill (W)	01642 767051 01642 646001 01642 676768 01740 644374
Second Deputy Designated Safeguarding Lead	Emma Perkin (BF) Ellie Brand (BF) Tanya Flores Dominguez (BF) Zoe Holdsworth (HB) Jo Brown (HB) Gill Ball (V) Andrew Dixon (V) Sarah Gunston (W)	01642 767051 01642 646001 01642 676768 01740 644374
Nominated Governor for Safeguarding	Glynis Pattinson (BF) Claire Berry (HB) TBC (V) Vicky Morrow (W)	01642 767051 01642 646001 01642 676768 01740 644374
Local Authority Designated Officer (LADO)	Phil Curtis	01429 284284 / 01429 401844
Social Services Referrals	The Children's Hub (Hartlepool & Stockton on Tees)	01642130080
Out of Hours Social Services	Emergency Duty Team	01642 524552
Police	Cleveland Police Stockton HQ	01642 326326 / 999
CEO of PRST: Person to contact regarding concerns about a Headteacher	Julia Armstrong	01642 646001 / 07538 522 223
NSPCC Whistle-blowing Helpline	0800 028 0285	

We believe this policy should be a working document that is fit for purpose, represents the Trust's ethos, enables consistency and quality across the Trust and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006

- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009

- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

The following documentation is also related to this policy:
- COVID-19; safeguarding in schools, colleges and other providers (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium)
- Child Sexual Exploitation - definition and guide for practitioners (DfE)
- Sexual violence and sexual harassment between children in schools and colleges (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)

We believe **Safeguarding** is the policies and practices that we employ to keep children safe and promote their well-being. Safeguarding includes governance; security of the school buildings and grounds; safe recruitment of staff; SEN and inclusion; e-safety; health and safety; curriculum; attendance and punctuality; and all school policies.

We believe **Child Protection** is the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

4

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents **'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)'** as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

Safeguarding and promoting the welfare of children (everyone under the age of 18) 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

(Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We are particularly alert to the potential need for **early help** for a child who:
- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

We want all our children to achieve their full potential by:
- being as physically and mentally healthy as possible

5

- experiencing good quality education opportunities
- living in a safe environment
- learning and working in a safe environment
- experiencing emotional well being
- feeling loved and valued
- receiving support from a network of reliable and affectionate relationships
- learning to look after themselves
- coping with everyday living
- having a sense of identity and a positive image of themselves
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all **school personnel and volunteers** as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed **physically, emotionally, sexually or by neglect.** It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child, then child protection procedures will be applied to both children.

We ensure that school personnel are 'well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.'

We are aware that children who have 'suffered abuse or neglect or other potentially traumatic adverse childhood experiences,' may experience a lasting 'impact throughout childhood, adolescence and into adulthood'. Children's experiences can have an impact on their mental health, behaviour, and education.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

We must undertake the following procedure if a pupil makes a disclosure to them:
- Listen to the pupil
- Remain calm
- Offer reassurance
- Do not ask the pupil to remove or adjust clothing if bruises are observed
- Do not ask leading questions
- Let the pupil speak freely
- Accept what has been told them without challenge
- Do not offer opinion or criticize or lay blame
- Reassure the pupil at the end of the disclosure telling them that they have done the right thing
- Do not promise confidentiality but inform them that other people need to be told
- Record accurately and factually what the child has said in note form
- Record observed injuries or bruises on a map of the body
- Submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer

We must undertake the following procedure if we suspect a child may be a victim of abuse:

- Record accurately and factually what they have seen in note form
- Submit a completed critical incident sheet to the DSL

See p.17 'Actions where there are concerns about a child' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

Safeguarding Issues

We are aware that safeguarding issues can manifest themselves via **Child-on-Child Abuse** in the form of:

- bullying (including cyberbullying) **(see Anti-Bullying and Anti-Cyberbullying policy)**
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

7

- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which is now a new criminal offence following the introduction of the Voyeurism (Offences) Act 2019, typically involves taking a picture under a person's clothing without them giving their consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (We must be aware that a very young pupil or one with SEND may be aware that she has been the victim of this act but might be intimidated or unaware of her right to complain)
- 'sexting' (also known as youth produced sexual imagery) is defined as the production and/or sharing of sexual photos and videos (nude or nearly nude images and/or sexual acts) of young people who are under the age of 18
- initiation/hazing type violence and rituals

We ensure that all school personnel must be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime** such as:
- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- the possession of unexplained gifts or new possessions which could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

We are aware that **female genital mutilation (FGM**) is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:
- difficulty walking, standing or sitting
- spending longer in the bathroom or toilet
- appearing withdrawn, anxious or depressed
- displaying unusual behaviour after an absence from school or college
- being particularly reluctant to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instance, we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

We are aware that **'so-called 'honour-based' violence (HBV)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.' School personnel who have a concern regarding a child that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or deputy DSL.

8

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as '**contextual safeguarding**, which simply means assessments of children considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.'

We are aware that **'Child sexual exploitation'** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE))

We ensure all school personnel are aware of the pupil **Behaviour** policy which is annually reviewed. We realise that pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines. We strongly endorse the banning of all forms of **corporal punishment** which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use **reasonable force - Positive Handling -** to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. We ensure all school personnel are aware of systems that support safeguarding which is explained to them as part of staff induction.

We have a duty to ensure that 'all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. **Children missing education** are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

We understand that children that are particularly at risk of missing education are:
- pupils at risk of harm/neglect
- children of Gypsy, Roma and Traveller families
- families of Armed Forces personnel
- missing children/runaways
- children and young people supervised by the Youth Justice System
- children who cease to attend a school

We recognise that anyone who comes into contact with children such as the Headteacher, teaching staff, support staff, volunteers and contractors are vulnerable to accusations of abuse.

We acknowledge that dealing with **allegations** is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is

9

the subject of the allegation. 'The procedures for dealing with allegations need to be applied with common sense and judgement. The following definitions will be used when determining the outcome of allegation investigations:

- **substantiated:** there is sufficient evidence to prove the allegation
- **malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **false:** there is sufficient evidence to disprove the allegation
- **unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation but the term, therefore, does not imply guilt or innocence
- **unfounded:** where there is no evidence or proper basis which supports the allegation being made

We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. We have created and maintain a **culture of safe recruitment (see Safer Recruitment and Retention policy)** by establishing and maintaining correct procedures that will 'help deter, reject or identify people who might abuse children.'

We are committed in establishing and maintaining correct procedures and checks **(Disclosure and Barring Checks)** for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We ensure that photographs taken in school or off-site by school personnel of pupils working or taking part in school events will only be taken by using a school camera. Under no circumstance will a member of the school personnel use their mobile phone to photograph pupils or to send the image to parents. We believe we have a duty to prevent the unauthorised taking and publication of images of school personnel.

We deal with all incidents of **sexting** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

We have a duty to ensure the **online safety** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly **Internet access** will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

Filtering and Monitoring, we are aware that:
- filtering and monitoring are important parts of safeguarding pupils and staff from potentially harmful and inappropriate material;
- we have overall strategic responsibility for filtering and monitoring;

10

- we must ensure a safe learning and working environment for both pupils and school personnel, including when online;
- we have a duty to meet the standards of filtering and monitoring by assigning:

  - a member of the senior leadership team and a nominated governor to be responsible for ensuring the standards are met;
  - the roles and responsibilities of school personnel, external service providers and others.

We work hard to ensure children are safe from **knife crime** at school but we realise that the most dangerous time for children is when they leave the schools premises.

We believe that to prevent children getting involved with knives is to:
- identify, support, help and protect children on the school site;
- to teach children about the dangers of knives and related dangers from an early age;
- review our PSHE curriculum and to see how this reflects local safeguarding issues and trends especially knife crime;
- introduce anti-knife crime sessions into the PSHE curriculum and anti-knife crime workshops for parents
- engage with parents and highlight ways that they can talk to their children about all safeguarding issues;
- work with and have close links with parents, the police, the local authority, health, youth services, welfare services, housing services and the local community.

We have a duty to safeguard children, young people and families from **violent extremism (see Prevent Duty)**. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the **'Counter-Terrorism and Security Act 2015'** we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British Values (see policy)** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead,** and all staff undertake Prevent awareness training (via The National College). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

We recognise **Whistle Blowing (see Policy)** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:
- health and safety concerns

11

- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrongdoing
- the conduct of its personnel or others acting on behalf of the school

We understand that children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is either because of family breakdown, abuse, neglect, or social need. 'Looked After Children' will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

We are committed to providing quality education for all our pupils including 'Looked After Children'. It is nationally recognised that 'Looked after Children' significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard 'Looked After Children', to promote their educational achievements and to ensure they are able to achieve and reach their full potential'. (Children Act 2004)

We are aware that children with **special educational needs and disabilities** can face additional safeguarding challenges. We have a duty to ensure school personnel have the skills, knowledge and understanding to be alert to the additional safeguarding challenges to children with special educational needs and disabilities. All school personnel are trained to be alert to the potential need for early help assessment for a child who:
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

We ensure that safeguarding is everybody's responsibility and that everyone fully recognises their roles and responsibilities towards safeguarding and promoting the welfare of children. Therefore, we have in place detailed roles and responsibilities for:
- the Governing Body
- the Headteacher
- the Designated Safeguarding Lead
- School Personnel and Volunteers
- the First Day Contact Supervisor
- the Data Protection Officer
- the Curriculum Leader
- the E-Safety Coordinator
- Pupils
- the School Council
- Parents and Partnerships with Parents
- Partnerships with Agencies
(Appendix A)

Curriculum
We will ensure that pupils are taught about safeguarding, including online safety as part of a broad and balanced curriculum by covering relevant issues through:

- Relationships Education
- Personal, Social, Health and Economic (PSHE) Education

We want to equip children with the necessary skills and awareness to stay safe from abuse. We want them to understand risk, to become more resilient and know where to go for help and support, not only in school but also in the local community.

Remote Learning

We must consider providing remote learning to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include occasions when:
- we decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government
- individual pupils, for a short period, are unable to physically attend school but are able to continue learning

We:
- have a duty to keep children and teachers safe during **remote learning**
- ensure teachers delivering remote education online are aware that the same principles set out in the School Personnel Code of Conduct still apply
- ensure when teachers are teaching online they will
  - create a positive and safe online classroom environment where all pupil/students are   respected and valued
  - look out for any signs of abuse and neglect
  - report their concerns of abuse and neglect
  - report all suspected safeguarding concerns and disclosures to the online designated safeguarding lead

- have in place a remote learning policy which includes:
  - an online code of conduct for teachers
  - an online code of conduct for pupils
  - a safeguarding code for pupils

Parents

We are committed in establishing and maintaining an ethos where children and **parents** feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a child if this would put the child at risk of significant harm.

We are aware that more than 90% of abuse cases involve someone a child already knows such as a family member or close friend. We agree with the advice from NSPCC that 'parents should not leave it up to teachers' to talk to children about sexual abuse but to talk to them themselves.

Training

We will ensure that all adults in the school community attends regular **awareness training** on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role.

We ensure:
- all school personnel:
  - have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider

13

- are familiar with the following documentation:

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges

Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through 'The National College'
- all school personnel understand and undertake their role in safeguarding and child protection effectively

Data Protection

We are aware that the General Data Protection Regulations (GDPR) **(see Data Protection Policy)** has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

Equality

We have a commitment to promote to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the **Race Disparity Audit** that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been **equality impact assessed** and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

14

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school handbook/prospectus
- School website
- Staff handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Written communications with home such as weekly newsletters and of end of half term newsletters
- Annual report to parents

- Headteacher reports to the governing body
- Information displays in the main school entrance
- Text messages
- Email
- Social media:

  - ☐ Facebook.
  - ☐ Twitter.
  - ☐ Virtual pin boards.
  - ☐ School blog

This policy MUST be read in conjunction with other related school policies.

These include:

- **Recruitment and Selection Policy** - inclusive of safer recruitment guidance and regulation, for example a **Single Central Record** which demonstrates the pre-employment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK, for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.

- **Staff Behaviour Policy** (code of conduct) inclusive of Low Level Concerns Policy, Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019 and Addendum April 2020. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.

- **Anti-Bullying Policy / Online Bullying Policy**

- **Online Safety Policy**

- **Remote / Home learning Policy** inclusive of all expectations for children learning at home.

- **Data Retention Policy** inclusive of all procedures around the recording, storing and transferring of information regarding children.

- **Special Educational Needs and Disabilities Policy**

- **The Schools Educational Visits Policy** reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.

- **Child on Child Abuse Policy**

- **Mental Health and Wellbeing Policy / Process / Plan**

- **Photographic & Digital Imagery Policy** with signed parental consent forms.

- **Administration of Medicines Policy** and procedures with trained staff who manage this.

- **Supporting Pupils with medical Conditions Policy** and implications for the workforce, pupils and partnership with parents.

- **Attendance Policy** - school management for attendance and the partnership with the LA in reporting children who are absent from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.

- **Missing Children Policy** – inclusive of runaways, missing, and children who are absent from education, ensuring appropriate safeguarding responses.

- **Complaints Policy**

- **Grievance Policy**

- **Whistle Blowing Policy**

- **Information Sharing Policy** (internal and external exchange of information)

- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.

- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.

- **Relationship Education Policy** inclusive of Health Education content.

For further information and guidance, please refer to

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

CP SAFER Referral Form
https://www.teescpp.org.uk/forms/safer-referral-form/

Data Protection Act 2018
http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

DfE Statutory framework for the Early Years Foundation Stage (EYFS) Sept 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Education Act 2002 Section 175
www.legislation.gov.uk/ukpga/2002/32/section/175
Education (Independent School Standards) Regulations 2014
http://www.legislation.gov.uk/uksi/2014/3283/schedule/made

Education and training (Welfare of Children) Act 2021
https://www.legislation.gov.uk/en/ukpga/2021/16/enacted

Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

General Data Protection Regulations, 2018
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2021
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Non-Maintained Special Schools (England) Regulations 2015
http://www.legislation.gov.uk/uksi/2015/728/made

Public Sector Equality Duty Guidance for Schools in England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

Safeguarding Vulnerable Groups Act 2006
http://www.legislation.gov.uk/ukpga/2006/47/contents
School attendance: Guidance for schools
https://www.gov.uk/government/publications/school-attendance

Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents

What to do if you are worried a child is being abused 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed **annually** or when the need arises by the coordinator, the Headteacher, the CEO and the nominated governor/trustee.

We believe this policy:
- is an essential part of the Trust and schools
- supports staff in managing certain situations
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates
- provides a roadmap for day-to-day operations
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them
- stems from the school's vision and objectives which are formed in strategic management meetings
- has been received by all school personnel via appropriate safeguarding training
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

The new version of Keeping Children Safe in Education (KCSiE) statutory guidance came into effect on September 1st, 2023.
We aware that KCSiE:
- details the legal requirements and the best practices for safeguarding in schools and colleges in England
- covers everything from safer recruitment, types of abuse, what staff need to know to report concerns and allegations
- maintains that:
  - all staff who work directly with children must read both Part One and Annex B of the guidance
  - staff who do not work directly with children can either read Part One or Annex A
  - all staff must understand their roles and responsibilities

Role of the Governing Body

The Governing Body has the responsibility to ensure the following are in place:

Legislation, the Law and Documentation

- To be responsibility for ensuring that the school complies with all equalities legislation.
- To ensure that the policies, procedures and training in school is effective and complies with the law at all times.
- To ensure that all governors are fully aware of their safeguarding responsibilities.
- To ensure governors and school personnel are aware of:

  - ☐ Keeping Children Safe in Education (DfE)
  - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
  - ☐ Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  - ☐ What to do if you're worried a child is being abused (HM Government)

Safeguarding Policies

- To ensure this policy is up to date and is annually reviewed.
- To ensure the following policies are up to date, in place and annually reviewed:

  - ☐ Child Protection
  - ☐ Staff Discipline, Conduct and Grievance policy
  - ☐ Managing Allegations against Staff policy
  - ☐ Managing Allegations against Pupils policy
  - ☐ Disclosure and Barring Service Checks policy
  - ☐ Volunteer Helpers policy

- To use the experiences and expertise of school personnel when writing and reviewing safeguarding and child protection policies.
- To be responsible for ensuring all policies are made available to parents.

Headteacher

- To delegate powers and responsibilities to the Headteacher and to ensure everyone connected with the school is aware of and complies with this policy and other safeguarding policies.

Designated Safeguarding Lead

- To appoint members of the senior leadership team to act as the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
- To ensure the designated safeguarding lead takes lead responsibility for safeguarding and child protection and has the 'appropriate status and authority within the school to carry out the duties of the post.'
- To have in place current job descriptions for both the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.
- To ensure the Designated Safeguarding Lead attends appropriate refresher training every two years.

Inter-agency Working

- To ensure close working links with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- To ensure 'safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures.'
- To share information with local agencies.

Safeguarding Training

- To ensure all governors undertake appropriate training about the ways of safeguarding children.
- To ensure the Designated Safeguarding Lead attends appropriate refresher training every two years.
- To ensure all school personnel undertake safeguarding and child protection training in line with local procedures on induction.
- To ensure that the Headteacher, school personnel and volunteers undertake regular and annual safeguarding and child protection training.

Safe Recruitment

- To have in place safe recruitment policy and procedures, including appropriate use of reference checks on new staff and volunteers.
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- To consider online searches as part of their due diligence process in recruitment.
- To ensure volunteers are properly supervised.

Disclosure and Barring Service Checks

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.
- To ensure governors have Enhanced DBS checks.
- To make a 'referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned'.

Reports

- To receive termly reports from the Headteacher on safeguarding pupils in the school.
- To receive immediate reports of any weaknesses to this policy.
- To receive an annual report from the Headteacher on safeguarding pupils in the school.

Curriculum

- To ensure pupils are taught about safeguarding, including online safety as part of a broad and balanced curriculum by covering relevant issues through:

  ☐ Relationships Education (Primary Schools)
  ☐ Personal, Social, Health and Economic (PSHE) Education
  ☐ Health Education (For all pupils in state-funded schools)

- To ensure pupils are equipped with the necessary skills and awareness to stay safe from abuse. We want them to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

- To ensure children understand risk, become more resilient and know where to go for help and support.

Allegations of abuse made against teachers, Headteachers, volunteers and other staff

- To have in place procedures to deal with allegations of abuse against the Headteacher, members of staff and volunteers.
- To ensure allegations are referred to the designated officer at the local authority.
- To nominate the Chair of Governors in liaison with the local authority to deal with any allegations of abuse made against the Headteacher.
- Must consider all cases whether substantiated or not.
- Should implement clear processes for 'low level' concerns.

Allegations of abuse made against other children

- To minimise the risk of Child-on-Child abuse.
- To investigate all allegations of Child-on-Child abuse.

Looked After Children

- To ensure that staff has the skills, knowledge and understanding necessary to keep looked after children safe.

Children with Special Educational Needs and Disabilities

- To ensure school personnel are trained in recognising abuse and neglect in children with special educational needs and disabilities.

Online Safety

- To ensure that appropriate filters and monitoring systems are in place.

Monitoring

- To undertake periodic checks to ensure all safeguarding procedures are working effectively.
- To be responsibility for the effective implementation, monitoring and evaluation of this policy.

Equality

- To nominate a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.

School Council and Nominated Governor

- To involve the School Council in:
  - ☐ organising surveys to gauge the thoughts of all pupils

- To nominate a link governor to:
  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the Designated Safeguarding Lead
  - ☐ ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and procedures
  - ☐ ensure that everyone connected with the school is aware of this policy
  - ☐ or the Chair of Governors take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher
  - ☐ ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy
  - ☐ review:
    - ➢ curriculum for safeguarding
    - ➢ impact of safeguarding policy
    - ➢ safer recruitment procedures
    - ➢ record keeping system
    - ➢ review data and trends
    - ➢ training record and impact of training
    - ➢ transition arrangements

  - ☐ undertake safeguarding training every three years
  - ☐ ensure that everyone connected with the school is aware of this policy
  - ☐ report to the Governing Body every term;
  - ☐ annually report to the Governing Body on the success and development of this policy

Performance Management

- To annually undertake the performance management of the Headteacher.

Role of the Headteacher

The Headteacher has been given delegated powers and responsibilities by the Governing Body to ensure the implementation of the following areas:

Legislation and the Law

- To be responsible for ensuring that the school complies with all equalities legislation.

Ethos and Learning Environment

- To create and maintain a culture of vigilance.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish an environment where children feel safe to talk and a culture where school personnel listen to children.

Policy Awareness and Documentation

- To ensure everyone connected with the school is aware of and complies with all aspects of this policy and other safeguarding policies.
- To ensure all school personnel and governors read Part One of 'Keeping Children Safe in Education'.
- To ensure the current safeguarding and child protection policy is published on the school website.
- To ensure all school personnel are familiar with:

  ☐ this policy
  ☐ Staff Code of Conduct policy
  ☐ Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020)
  ☐ Information Sharing (HM Government)
  ☐ What to do if you're worried a child is being abused (HM Government)
  ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children)
  ☐ The Prevent Duty: Department advice for schools and childcare providers (DfE)
  ☐ Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

- To ensure the following safeguarding policies are up to date and that all school personnel and volunteers are aware of them:

  ☐ Safeguarding and Child protection
  ☐ Pupil Discipline and Behaviour

- ☐ Staff Code of Conduct
- ☐ Children who go missing from education
- ☐ Role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies)
- ☐ Anti-Bullying
- ☐ Anti-cyber-Bullying
- ☐ Child Sexual Exploitation
- ☐ Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils
- ☐ Dealing with Sexual Violence and Sexual Harassment
- ☐ Disclosure and Barring Service Checks
- ☐ Photographic and Video Images
- ☐ Prevent Duty - Dealing with Extremism and Radicalisation
- ☐ Positive Handling (Restraint of Pupils)
- ☐ Safer Recruitment
- ☐ Internet Social Networking Websites
- ☐ Special Educational Needs and Disabilities

- ▪ To publish this policy:
  - ☐ on the school's website
  - ☐ in the school handbook
  - ☐ in the staff handbook

Safeguarding Training

- ▪ To undertake training in safeguarding and child protection.
- ▪ To ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have.
- ▪ To keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session.
- ▪ To provide evidence for Inspectors that training has been effective and has been implemented.
- ▪ To ensure that all new school personnel undertake induction training in safeguarding and child protection procedures that covers aspects of:

  - ☐ Keeping Children Safe in Education (DfE)
  - ☐ What to do if you are worried a child is being abused (DfE)
  - ☐ Guidance for safer working practices (Safer Recruitment Consortium)
  - ☐ Prevent Duty (DfE)
  - ☐ Child Sexual Exploitation - definition and guide for practitioners (DfE)
  - ☐ School Procedures

- ▪ To provide refresher training for all school personnel **annually** and to raise awareness of a wide range of safeguarding topics throughout the school year.
- ▪ To have in place a record of all refresher training undertaken and to ensure that those who were absent from any training attend another follow up training session.

- To evaluate the effectiveness of the varied approaches to safeguarding training undertaken.
- To provide evidence of the improved changes to safeguarding training.

Designated Safeguarding Lead

- To work closely with the Designated Safeguarding Lead and nominated governor for child protection.
- To nominate a deputy Designated Safeguarding Lead.
- To ensure both Designated Safeguarding Leads undertake two-yearly training in their role.
- To ensure both Designated Safeguarding Leads undertake Prevent awareness training (Workshop to Raise Awareness of Prevent).
- To organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community.
- To provide adequate resources for the Designated Safeguarding Lead to undertake his/her role.
- To ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role.

Safer Recruitment

- To ensure a safer recruitment process is in place.
- To ensure that agency supply teachers and other supply staff and vetted by the agency are, when they arrive at school, are the same people that the agency vetted.
- To prevent people who pose a risk of harm from working with children.
- To check staff who work with children.
- To take 'proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.'
- To ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Disclosure and Barring Service Checks

- To ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school.
- To ensure for agency and third-party supply staff written confirmation is received from the employment business supplying the member of supply staff that stipulates all relevant checks, appropriate certificates, confirmation dates and enhanced DBS certificates are in place.
- To be aware that, from 1 January 2021 the Teacher Regulation Agency will no longer maintain a list of European Economic Area teachers with sanctions.
- To be aware that we must make any further checks that we think appropriate on applicants that have lived or worked outside of the UK, with those applicants providing proof of their past conduct as a teacher issued by their regulating authority in the country they worked.
- To ensure all visitors are suitably checked and monitored.

- To ensure Disclosure and Barring Service checks are undertaken for who volunteers to run an after-school sports club such as football, netball, rugby etc.
- To ensure Disclosure and Barring Service checks are undertaken for any adult employed by the school from a sports agency who coach children either in school time or as an after-school club.
- To consider online searches as part of their due diligence process in recruitment.

Single Central Record

- To ensure a Single Central Record is in place, up to date and fulfils all statutory requirements that covers everyone who work in regular contact with children such as all:
  - ☐ school personnel
  - ☐ trainee teachers on salaried routes
  - ☐ volunteers
  - ☐ supply agency staff

The following information will be recorded for all school personnel, trainee teachers and volunteers:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check for those in school management positions
- checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- name of the supply agency
- confirmation checks that the agency has done all of the above
- date when the confirmation was received
- DBS certificate for each supply person
- date when DBS certificate was received

Policies and Documentation

- To ensure all school personnel and governors read Part One of 'Keeping Children Safe in Education'.
- To ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures.

Record Keeping

- To have in place a robust and effective record keeping system.

- To ensure all child protection concerns, associated discussions and decisions are recorded in writing in a set format:

    ☐ The nature of the concern
    ☐ The name of the person reporting the concern
    ☐ To whom the concern was reported
    ☐ When it was recorded
    ☐ What robust action was taken

- To ensure the record keeping system is kept in one secure central place.
- To have in place an up to date, detailed, accurate and secure child protection file which records all concerns and referrals.

Online Safety

- To have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage.

Covert Cameras and CCTV

- To ensure that regular checks of the school premises take place especially of changing areas by the Site Manager for hidden cameras.
- To ensure that all areas of the school are kept clutter-free in order to prevent the placing or installation of covert cameras.
- To ensure the following procedure is undertaken if a covert camera is found:

    ☐ will contact the police outlining all known details
    ☐ will not touch the device
    ☐ will not look at any images on the camera
    ☐ will close off the area where the device was found as this is now a crime scene
    ☐ will not move or remove any articles etc in the crime scene
    ☐ will inform the local authority Designated Officer
    ☐ will write an incident report

- To ensure that all CCTV cameras are periodically checked to ensure that they are not facing:

    ☐ areas of expected privacy
    ☐ mirrors

Risk Assessments

- To ensure risk assessments are in place regarding physical intervention, personal care, intimate care, pupils changing for sporting activities, school personnel working 1:1 with a pupil, overnight stays and staying with hosting families on exchange visits.
- To encourage pupils to assess risks to themselves.

28

School Personnel

- To ensure school personnel and pupils do not take **photographic images** without consent or management permission.
- To not promise **confidentiality** to any child but always act in the interests of a child.
- To ensure school personnel are constantly encouraging pupils to **assess risks** to them.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To ensure school personnel are aware of the additional safeguarding challenges to children with **special educational needs and disabilities**.

Female Genital Mutilation

- To ensure all concerns regarding FGM are reported to the police.
- To ensure all school personnel are trained to recognise the symptoms of FGM.

Honour-based Violence

- To ensure all concerns regarding honour-based violence are reported to the DSL or deputy Designated Safeguarding Lead.
- To ensure all school personnel are trained to recognise the symptoms of honour-based violence.

Fostering

- To report any private fostering arrangements to the local authority.
- To inform the family of the child being fostered that it is their duty to inform the local authority of the private fostering arrangements in place.

Reporting

- To regularly report to the governing body and keep them updated.
- To report annually to the governing body on the effectiveness of the policy.

Dealing with Allegations against School Personnel, School Volunteers, the Headteacher

- To ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- To ensure such allegations are referred to the designated officer(s) at the local authority by the designated safeguarding lead.
- To ensure procedures are 'in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.'

- To be aware that it is a legal duty and failure to refer when the criteria are met is a criminal offence.
- Must consider all cases whether substantiated or not.
- Should implement clear processes for 'low level' concerns.

Dealing with allegations of abuse made against other children

- To be aware that children are capable of abusing their peers.
- To have in place procedures to minimise the risk of Child-on-Child abuse.
- To investigate all allegations of Child-on-Child abuse.
- To ensure that when dealing with a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Looked After Children

- To ensure school personnel have the skills, knowledge and understanding necessary to keep looked after children safe.
- To ensure that appropriate school personnel have the information they need in relation to a child's looked after legal status.
- To promote the educational achievement of children who are looked after.
- To ensure the designated teacher for looked after children has the appropriate training.

Children with Special Educational Needs and Disabilities

- To ensure school personnel are trained in recognising abuse and neglect in children with special educational needs and disabilities.

Support and Counselling

- To support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident.
- To provide guidance, support and training to all staff.

Ofsted Inspection

- To be prepared for an Ofsted inspection by ensuring safeguarding arrangements are firmly embedded into the vigilant culture of the school that will provide sufficient evidence for a successful Ofsted. Evidence that includes having in place:

  ☐ a clear and effective safeguarding and child protection policy
  ☐ a school environment that is safe and secure
  ☐ pupils who:
    o feel safe and secure
    o know how to make a complaint
    o can name a trusted adult
    o feel safe from bullying and discrimination
    o know how to manage risk

30

☐ school personnel who:
  o are well trained and understand the indicators of all types of harm
  o work as a team
  o undertake annual refresher training
  o know how to report concerns about pupils and the conduct of other adults
  o have identified learners who may be vulnerable
  o are sufficiently trained in online safety
  o are trained to use de-escalation strategies
  o know that all physical intervention incidents must be recorded, reported, monitored and reviewed
  o will seek the views of the pupil after an incident of physical intervention
  o are aware of the supervision arrangements of pupils whose safety and welfare are at risk

☐ a system for reporting concerns immediately
☐ an effective school personnel code of conduct policy
☐ a system that deals with pupils' absence from school
☐ local procedures that deals with pupils missing from school
☐ regular discussions with pupils to see if they feel safe and secure
☐ an improvement plan based on the results of pupil: teacher discussions

Equality

▪ To provide leadership and vision in respect of equality.

Monitoring

▪ To undertake periodic checks to ensure all safeguarding procedures are working effectively.
▪ To monitor the effectiveness of this policy.

Role of the Designated Safeguarding Lead

'Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description.'

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

The **Designated Safeguarding Lead (DSL) must:**

- be supported by the Senior Leadership Team
- take the lead responsibility for safeguarding and child protection (including online safety)
- have the appropriate status and authority within the school to carry out the duties of the post
- have in place a job description that explicitly outlines the role
- be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters
- take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children
- work closely with the **Deputy Designated Safeguarding Lead (DDSL)**

Ethos and Learning Environment

- create and maintain a culture of vigilance
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures
- establish an environment where children feel safe to talk and a culture where school personnel listen to children

Manage referrals

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

Work with others

- work closely with the Headteacher, deputy designated safeguarding lead and the nominated governor
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the three safeguarding partners

- liaise with the Headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an appropriate adult present
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with:

  - ☐ staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
  - ☐ senior mental health lead and the mental health team where safeguarding concerns are linked to mental health.
- work closely with:

  - ☐ the headteacher and members of the SLT by taking lead responsibility:

    - for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that **children in need** are experiencing, or have experienced;
    - by identifying the impact that these issues might be having on children's attendance, engagement and achievement at school;
    - by ensuring relevant personnel:

      - ➢ are aware of those children who have or who have had a social worker and their academic progress and attainment;
      - ➢ provide additional academic support or reasonable adjustments to help these children reach their potential.

  - ☐ the SENCO in order to:

    - establish good lines of communication between roles;
    - promote joint working;
    - share expertise, knowledge and understanding of the children in the school and their needs;
    - ensure they are both aware of who is on the SEND register;
    - ensure the SENCO is aware of all safeguarding concerns about children with SEND;
    - establish regular information-sharing meetings;
    - know concerns about families;
    - share and analyse data and to identify patterns and to plan appropriate support.

- promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including families facing challenging circumstances.

Safeguarding Training

- be trained in child protection policy procedures and will renew training every two years in order to:
  - ☐ understand the assessment process

☐ understand the procedures of a child protection case conference and child protection review conference

☐ understand the specific needs of children in need

☐ understand the specific needs of children with special educational needs and those of young carers

☐ have in place a secure and accurate record system of all concerns and referrals

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness

- ensure the school's or college's child protection policies are known, understood and used appropriately
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- ensure school personnel and governors read and aware of the following documents:

- ☐ Safeguarding and Child Protection Policy
- ☐ Keeping Children Safe in Education (DfE)
- ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)
- ☐ Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- ☐ What to do if you're worried a child is being abused (HM Government)
- ☐ Staff Code of Conduct
- ☐ Pupil Behaviour and Discipline Policy
- ☐ Children Missing Education Policy
- ☐ All other Safeguarding policies

- ▪ ensure school personnel and governors sign a declaration that they have read the above documents
- ▪ keep all school personnel up to date with any changes to procedures
- ▪ ensure new and part time staff have access to and understand this policy and procedures

Special Educational Needs

- ▪ be alert to the specific needs of children in need, those with special educational needs and young carers
- ▪ be aware that Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

  - ☐ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
  - ☐ being more prone to peer group isolation than other children
  - ☐ the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
  - ☐ communication barriers and difficulties in overcoming these barriers

- ▪ provide extra pastoral support for children with SEN and disabilities

Child - on - Child Abuse

- ▪ deal with all incidents of Child-on-Child abuse by:

  - ☐ investigating the incident
  - ☐ meeting with the appropriate school personnel
  - ☐ meeting with the pupils involved
  - ☐ meeting with parents
  - ☐ providing support for both victims and perpetrators
  - ☐ making a record of all incidents
  - ☐ ensure school personnel deal with safeguarding through activities and opportunities in PSHE/Citizenship will equip the children with the necessary skills and awareness to stay safe from abuse

Sexting

- deal with all incidents of sexting by:
  - ☐ meeting with the appropriate school personnel
  - ☐ meeting with the pupils involved
  - ☐ informing the parents unless by doing so will put the pupil(s) at risk
  - ☐ not viewing the imagery unless it is unavoidable
  - ☐ contacting social care or the police if the pupil is at risk of harm

- make school personnel aware of the increased number of cases of sexting among under-16-year-olds and the damaging effects that it is having
- work with the PSHE coordinator to ensure sexting becomes an important topic for discussion with pupils

Female Genital Mutilation

- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad
- ensure all school personnel are trained to recognise the symptoms of FGM
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported

Honour-based Violence

- raise awareness of honour-based violence
- ensure all school personnel are trained to recognise the symptoms of honour-based violence

Child Protection Procedures

- take the lead in dealing with child protection issues and in deciding what steps should be taken
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide'
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk
- regularly review and monitor the list of vulnerable pupils and especially those who received early help assessment
- ensure all confidential child protection information is stored securely in central place
- inform parents that information is kept on their children
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm
- investigate and deal with all cases of suspected or actual problems associated with child protection

Case Conferences and Core Group Meetings

- attend all Child Protection Case Conferences with the appropriate member of staff

- attend all Core Group meetings once a child has been placed on the Child Protection Register

Contextual Safeguarding

- consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare when undertaking social care assessments

Referrals

- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- ensure parents are aware that referrals about suspected abuse or neglect may be made
- take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration
- record all child protection referrals
- co-ordinate action within the school
- provide support for any child at risk
- not promise confidentiality to any child but always act in the interests of a child
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme

Child Protection File

- ensure an up-to-date child protection file is in place in order to make it easier to record and share information when required
- ensure all child protection records are regarded as confidential and will be kept in a secure place
- ensure all incidents are recorded, reported and kept confidential
- keep all paperwork up to date
- report back to the appropriate school personnel when necessary
- have in place a child protection file that is sub-divided into the following sections:

  ☐ Administration:

  ➢ A personal record of each pupil in the file:

  - Name
  - Date of birth
  - Home Address
  - Telephone numbers
  - Names of parents / carers
  - Siblings
  - GP contact details

37

- Outside agency involvement:

  - ✓ Health
  - ✓ Ed. Psych.
  - ✓ EWO
  - ✓ Social worker etc

➤ Chronology of events with the most recent at the top.

☐ Internal Information

- Attendance
- School concern forms
- Notes of school meetings
- Notes of conversations with parents

☐ External Information

- Record of phone calls
- Record of emails
- Referral forms etc
- Record of multi-agency meetings plus notes and all formal documents
- Record of the transfer of child protection files when a pupil leaves to join another school by recording the following:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

☐ Legal documentation

- ▪ ensure that when a pupil leaves the school that their child protection file is transferred to the new school within 5 days for an in-year transfer or within 5 days of the start of a new term.
- ▪ transfer the child protection file separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained
- ▪ ensure the Designated Safeguarding Lead and SENCOs in the receiving school are made aware of the child protection file
- ▪ must consider if it would be appropriate to share any information with the new school in advance of a child leaving (For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives

Support

- ensure that support mechanisms are in place for any child that is at risk, in order to build their self-esteem and confidence

- ensure school personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling

Fostering

- inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements

Radicalisation

- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism

Transition

- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role

Pupils Transferring to another School

- ensure the following procedures will take place if a pupil, on the child protection register, transfers to another school:

  ☐ To contact the case social worker.
  ☐ To pass on to the Designated Safeguarding Lead at the receiving school child protection records only if that school is in the same local authority.
  ☐ To ensure that if a child is moving to another local authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

Availability

- always be available in person or via phone or Skype or other such media is acceptable during term time to discuss any safeguarding concerns with school personnel
- arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

Calendar of Priorities

- must have in place a calendar of priorities to undertake their role:

Suggested Priorities	S	O	N	D	J	F	M	A	M	J	J
Induction training											
NQT training											

Whole school training											
Governor training											
Parent/carers workshops											
Review Safeguarding Policy											
Review all Safeguarding policies											
Review all other documentation											
Review risk assessments											
Review curriculum for safeguarding											
Review impact of safeguarding											
Review safeguarding monitoring procedures											
Review record keeping procedures											
Review school personnel training											
Review communications with parents											
Review each year group											
Review pupil premium											
Review looked after children											
Review safeguarding for pupils with SEND											
Review data and trends											
Plan annual Safer Internet Day											
Review safeguarding information for pupils											
Review safeguarding recruitment procedures											
Review NQT's understanding of safeguarding and child protection											
Update record keeping											
Monitoring											
Termly Reports to the Governing Body											

Annual Report to the Governing Body										
Update pupil child protection files										
Transition of pupils										
Pass on pupil child protection files to next phase										
End of year report										

Reporting to the Governing Body

- provide a report each term to the Governing Body
- provide a statutory annual report to the Governing Body under the following headings:

Date of report and period covered	
Name of report author	
Date when presented to governors	
Name of Designated Safeguarding Leader	
Name of Deputy Designated Safeguarding Leader	
Feedback from previous report	
Training record of all school personnel	
Record of the effectiveness of the training	
Review and updates of Safeguarding	
Review and updates of all associated safeguarding policies	
Safeguarding policies highlight issues and concerns	
Number of referrals made:	
▪ Physical abuse	
▪ Emotional abuse	
▪ Sexual abuse	
▪ Neglect	
▪ Child sexual exploitation	
▪ Prevent/Channel referrals	
▪ FGM referrals	
▪ Children missing education	
Initial Child Protection Conferences - Number of	
Professional strategy meetings - Number of	
Child Protection Review Conferences - Number of	
Core Group meetings - Number of	
Common Assessment Framework - Number of	
Pupils subject to a Child Protection Plan - Number of	
Children in Public Care - Number of	

Allegations made against school personnel - Number of	
Single Central Record – additions, compliancy and up to date	
Safeguarding issues and concerns	
Impact of any new legislation and guidance	
Safeguarding procedures – issues and concerns	

Understanding the views of children

- ensure all children feel heard and understood;
- encourage a culture of listening to children and taking account of their wishes and feelings regarding any measures put in place to protect them;
- understand the difficulties that children may have in approaching school personnel about their circumstances;
- consider how to build trusted relationships with children which will help communication.

Police and Criminal Evidence Act (1984) – Code C (PACE)

- be aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence;
- be aware that PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this code and other code;
- also be aware that PACE states that, if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point;
- communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect and will record this communication;
- be aware that a police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present;
- be aware that if a child or a vulnerable person is cautioned in the absence of the appropriate adult then the caution must be repeated in the presence of the appropriate adult;
- be aware that in the case of a child an appropriate adult is either:

  - ☐ the parent or guardian; or
  - ☐ if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation; or
  - ☐ a social worker of a local authority; or
  - ☐ some other responsible adult aged 18 or over who is not associated with the police.

Role of the Safeguarding Partners

We are aware that the Local Safeguarding Boards have been replaced by three safeguarding partners namely:

- The local authority
- A clinical commissioning group
- The chief officer for police

'The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.' (KCSIE)

The Children's Hub - Hartlepool and Stockton-on-Tees

The Children's Hub Hartlepool and Stockton on Tees (01429 284284 / 01642 130080)

The Children's Hub is the first point of contact for anyone who has a concern about the welfare or safety of a child or young person or thinks they may need extra help and support.

The Children's Hub is a partnership between:

• Hartlepool Borough Council

• Stockton-on-Tees Borough Council

• Cleveland Police

• Health Partners

Role of the Local Authority Designated Officer

Phil Curtis - **01429 284284 / 01429 401844**

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the local authority
- provide advice, information and guidance to personnel in the local authority
- provide advice, information and guidance to families in the local authority
- be responsible for updating the local authority policy for safeguarding and child protection
- provide training and meet the training needs of schools and other organisations
- work closely with Social Services, the Police, Health professional and all other agencies
- be the key link to Social Services or the Police during and following formal investigations
- monitor the progress of cases to ensure that they are following the appropriate procedures
- keep up to date with all changes in legislation

Role of School Personnel and Volunteers

School Personnel will:

Designated Safeguarding Lead(s)

- be aware of the following names:

  ☐ Designated Safeguarding Lead
  ☐ Deputy Designated Safeguarding Lead
  ☐ Second Deputy Designated Safeguarding Lead
  ☐ Nominated Governor for Safeguarding
  ☐ Chair of Governors: Person to contact regarding concerns about the Headteacher
  ☐ Local Authority Designated Officer

- understand the roles of all of the above
- be aware of the following telephone number:
  ☐ Social Services Referrals
  ☐ Out of Hours Social Services
  ☐ Police
  ☐ NSPCC Whistle-blowing Helpline

Safeguarding and Child Protection

- recognise that safeguarding and child protection is their main responsibility and will 'always act in the best interests of the child'
- read Part One of 'Keeping Children Safe in Education'
- provide a safe school and classroom environment in which children can learn, and ensure pupils:
  ☐ feel safe and protected
  ☐ feel safe to talk and where school personnel listen to children
  ☐ know how to assess risk to themselves
  ☐ know how to keep themselves safe
  ☐ know how to raise a complaint or concern
  ☐ know and recognise a trusted adult that they can go to and raise their concerns
  ☐ feel supported and protected when they raise a concern
  ☐ are kept informed of any actions that have been taken when they have raised a complaint
  ☐ feel safe from discrimination and bullying
  ☐ are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges

- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect
- treat children's welfare with utmost importance
- be aware of the background of the children in their care

- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training

Relevant Documents

- read and be aware of the following documents:
  - ☐ Safeguarding and Child Protection Policy
  - ☐ Keeping Children Safe in Education (DfE)
  - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)
  - ☐ Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  - ☐ What to do if you're worried a child is being abused (HM Government)
  - ☐ School Personnel Code of Conduct
  - ☐ Pupil Behaviour and Discipline Policy
  - ☐ Children Missing Education Policy
  - ☐ All other Safeguarding policies

Referrals

- remember to make a written record of all verbal conversations
- make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing
- then inform the designated safeguarding lead that a referral has been made
- maintain an attitude of 'it could happen here' where safeguarding is concerned'
- 'identify concerns early, provide help for children, and prevent concerns from escalating'
- speak with the designated safeguarding lead if they are unsure and then record the verbal conversation in writing

Contextual Safeguarding

- provide as much background information as possible when assisting with a pupil's social care assessment

Reporting Concerns

- undertake the following procedure if a pupil makes a disclosure to them:

  - ☐ Listen to the pupil
  - ☐ Remain calm
  - ☐ Offer reassurance
  - ☐ Do not ask the pupil to remove or adjust clothing if bruises are observed
  - ☐ Do not ask leading questions
  - ☐ Let the pupil speak freely
  - ☐ Accept what has been told them without challenge

45

- ☐ Do not offer opinion or criticize or lay blame
- ☐ Reassure the pupil at the end of the disclosure telling them that they have done the right thing
- ☐ Do not promise confidentiality but inform them that other people need to be told
- ☐ Record accurately and factually what the child has said in note form
- ☐ Record observed injuries or bruises on a map of the body
- ☐ Submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer

- ▪ undertake the following procedure if they suspect a child may be a victim of abuse:

  - ☐ Record accurately and factually what they have seen in note form
  - ☐ Submit a completed critical incident sheet to the Designated Safeguarding Lead

- ▪ be aware that the Designated Safeguarding Lead will then:

  - ☐ Further investigate and keep records of this investigation
  - ☐ Decide whether to take this referral further or to monitor the situation
  - ☐ Inform the person making the initial referral of his/her decision
  - ☐ Prepare in readiness for a case conference/core group meeting the following information on the child:

    - ➢ Attendance and punctuality data
    - ➢ Academic achievement
    - ➢ Child's behaviour and attitude
    - ➢ Relationships and social skills
    - ➢ Appearance and presentation
    - ➢ Any known incidents in or outside school
    - ➢ School contact with parents/carers

- ▪ be aware that the Designated Safeguarding Lead will follow the following procedure if a parent makes a disclosure to school:

  - ☐ Meet with the parent taking down all details.
  - ☐ Assure the parent that the school will take the matter seriously.
  - ☐ Will inform the parent that he/she will have to take advice from the Local Authority Designated Officer about the disclosure.
  - ☐ Will get back to the parent when a decision has been taken and how to proceed.

Recording Information

- ▪ record in writing any concern or incident in the following way:

  - ▪ Date
  - ▪ All facts

- Time
- Place
- Nature of the concern

- Observed injuries and bruises
- Note the actual words of the child
- Sign the notes and hand to the Designated Safeguarding Lead

Training

- undertake safeguarding and child protection training (including online safety) at induction which will be in line with advice from the local three safeguarding partners
- attend regular awareness and update training on a wide range of safeguarding topics
- be trained:

  - ☐ in identifying signs of harm and abuse
  - ☐ to be aware of child sexual exploitation, radicalisation and extremism
  - ☐ to be aware of the effects of abuse and neglect on children
  - ☐ in responding to a child

- receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required
- contribute to and shape safeguarding arrangements and child protection policy
- attend appropriate training sessions on equality

Reporting

- be aware of the online tool 'Reporting child abuse to your local council'
- know how to report any suspected case of harm or abuse
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead
- report to the Headteacher any concerns they may have about another member of staff
- report to the Chair of Governors any concerns they may have about the Headteacher
- report to the Senior Leadership Team any concerns they may have about poor or unsafe safeguarding practices and procedures, or they may contact the NSPCC whistle blowing helpline
- report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community

Female Genital Mutilation

- be trained to recognise the signs of FGM such as:

  - ☐ Difficulty walking, standing or sitting.
  - ☐ Spending longer in the bathroom or toilet.
  - ☐ Appearing withdrawn, anxious or depressed.
  - ☐ Displaying unusual behaviour after an absence from school or college.
  - ☐ Being particularly reluctant to undergo normal medical examinations.
  - ☐ Asking for help but may not be explicit about the problem due to embarrassment or fear.

- report to the police and to the Designated Safeguarding Lead when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out
- report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM
- be aware they face disciplinary procedures if they fail to comply with the mandatory duty

Honour-based Violence

- be trained to recognise the symptoms of honour-based violence
- report any concern about honour-based violence to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead

Fostering

- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered

Radicalisation

- report any concerns that they have about pupils who may be vulnerable to radicalisation

Curriculum

- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being

Disclosures

- know what to do if a child makes a disclosure
- ensure that no promise of confidentiality can be made to any child, but always act in the interests of a child

Confidentiality

- observe confidentiality at all times as the protection of the child is paramount
- have a professional responsibility to share information with other professionals who are investigating a case
- ensure that when confiding information to a member of staff a child is made aware that for their own sake this information cannot be kept secret
- reassure a child that the information will only be shared with the designated teacher who will decide what will happen next

Support and Counselling

- receive support and counselling if they feel distressed from being involved with a case or incident

Social Networking

- be cautious when using social networking sites and must:

  - ☐ set their profile as private
  - ☐ not allow access to pupils or parents/carers
  - ☐ avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute

- ensure that no contact can be made with pupils or parents/carers via telephone, text message, email or on social networking sites outside school hours
- ensure not to give personal details such as mobile and home telephone numbers, home or email address to any pupil or parent/carer

Meetings and Conferences

- be prepared to attend a Strategy Meeting
- be prepared to attend a Child Protection Case Conference

Conduct

- ensure that they conduct themselves correctly at all times and do not put themselves at risk

Safer Recruitment

- be aware of the Safer Recruitment processes and checks

Role of the First Day Contact Supervisor

The First Day Contact Supervisor is responsible for:

- ensuring the safeguarding of pupils by establishing the whereabouts of all absent pupils by making contact with parents if the school has not been informed of their child's absence
- implementing this policy with the Headteacher
- ensuring the following procedure is carried out each day:

  - ☐ Collect registers once registration has been completed
  - ☐ Monitor registers
  - ☐ Listen to absence calls and text messages
  - ☐ Read emails from parents
  - ☐ Make a list of absence pupils without no explanation
  - ☐ Double check the list before calling parents/carers to establish the whereabouts of absent pupils
  - ☐ Contact parents/carers if they have not reported their child's absence by 10.00a.m
  - ☐ If unable to make contact with parents/carers then call everyone on the contact list
  - ☐ Leave voicemail and text messages in all cases
  - ☐ Use school intelligence to establish any information about the unexplained absence
  - ☐ Check if the absent pupil
  - ☐ If still no contact with the parents/carers then repeat the calls
  - ☐ Contact the key worker if a child is on the child protection register and no reason has been given for the child's absence
  - ☐ If still no contact then send appropriate school personnel to the family home
  - ☐ If no contact has been made even after visiting the family home of an absent pupil then inform children's services / the police
  - ☐ Continue to contact the parents/carers throughout the day until contact is made
  - ☐ Inform the Headteacher and the Designated Safeguarding Lead of the situation.
  - ☐ Keep a log of all actions.

- keeping an up-to-date list of at least three emergency contact phone numbers for different adults associated with each pupil
- monitoring individual and class attendance daily
- keeping the Headteacher informed of attendance figures and trends
- organising meetings between the Headteacher and parents to discuss their child's poor attendance
- organising meetings between the Headteacher and parents to discuss their child's truancy
- organising meetings between the Headteacher and parents to discuss their application for a term time holiday
- compiling attendance data reports for the Headteacher, the Governing Body and the EWO
- ensuring registers are distributed to the teaching staff and are kept up to date

Role of the Data Protection Officer

The Data Protection Officer will:

- have expert knowledge of data protection law and practices
- inform the school and school personnel about their obligations to comply with the Data Protection Act 2018
- ensure data management is strengthened and unified
- monitor compliance with the Data Protection Act 2018 and other data protection laws
- manage internal data protection activities
- ensure risk and impact assessments are conducted in accordance with ICO guidance
- report data breaches within 72 hours
- ensure individuals have greater control over their personal data
- ensure that prior to the processing of an individual's data that:

  - ☐ the process is in line with ICO guidance
  - ☐ the process is transparent
  - ☐ the individual will be notified
  - ☐ the notification is written in a form that is understandable to children
  - ☐ when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications

- share an individual's data where it is a legal requirement to provide such information
- process all written subject access requests from individuals within 40 days of receiving them
- have in place a formal contract or service level agreement with a chosen data processor who is Data Protection Act 2018 compliant
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance
- train school personnel
- conduct audits
- be the first point of contact for supervisory authorities and for individuals whose data is processed
- keep up to date documentation of all data protection activities
- work closely with the Headteacher and nominated governor
- periodically report to the Headteacher and to the Governing Body
- annually report to the Governing Body on the success and development of this policy

Role of the Curriculum Leader

The Curriculum Leader will:

- ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse
- ensure by monitoring that children understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community
- provide strategic leadership and direction
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school
- provide an environment that is fun, stimulating and challenging to all pupils
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- equip children with a range of skills and a desire for lifelong learning
- ensure appropriate coverage of the curriculum
- provide support and advice
- monitor pupil progress
- ensure sufficient and up to date resources are in place

Role of the E-Safety Co-ordinator

The coordinator will:

- be responsible for the day-to-day e-Safety issues
- undertake an annual e-safety audit in order to establish compliance with local authority guidance
- ensure that all Internet users are kept up to date with new guidance and procedures
- have editorial responsibility of the school Web site and will ensure that content is accurate and appropriate
- ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable
- undertake risk assessments in order to reduce Internet misuse
- maintains a log of all e-Safety incidents
- reports all e-Safety incidents to the Headteacher
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities
- organise e-Safety workshops for parents/carers in order to:

  - ☐ increase their understanding of the internet
  - ☐ discuss the serious safeguarding issues and risks for children online and how to keep them safe

- coordinate short e-Safety presentations developed by pupils that they will present at school events
- regularly update the school website with e-safety information for parents
- send e-safety text messages to parents every term
- write a brief account of e-Safety in regular newsletters
- develop a progressive internet safety curriculum for the whole school
- ensure all new school personnel are aware of and sign the Acceptable Use Agreement
- ensure all pupils understand the Online Acceptable Use Agreement before signing
- ensure all parents are aware of and sign the Acceptable Use Agreement
- lead the development of this policy throughout the school
- work closely with the Headteacher and the nominated governor
- make effective use of relevant research and information to improve this policy
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- review and monitor
- annually report to the Governing Body on the success and development of this policy

Role of Pupils

Pupils must:

- feel safe and protected
- know how to assess risk to themselves
- know how to keep themselves safe
- know how to raise a complaint or concern
- know and recognise a trusted adult that they can go to and raise their concerns
- feel supported and protected when they raise a concern
- be kept informed of any actions that have been taken when they have raised a complaint
- feel safe from discrimination and bullying
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges

Role of the School Council

Every year the School Council will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role of Parents and Partnerships with Parents

Parents are:

- asked to work hard with the school to establish excellent home-school relationships
- aware that we have a responsibility for the welfare of all our pupils
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk
- aware that they will be kept up to date with all our actions

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school
- they feel enough time is given for children to learn how to keep safe
- they know who talk to if they have any concerns
- they feel their views are listened to and acted upon

Parents will be invited to attend safeguarding awareness workshops when their children join the school, annually or when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour
- introduce the subject by saying, "I need to talk to you about something which is very important to me"
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people
- not leave it up to teachers to speak to their children about it
- have simple conversations with their children from the age of five right through to adulthood
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk
- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them
- talk to their children about the difference between good and bad secrets
- introduce their children to the NSPCC's Talk Pants campaign which does not mention sex or abuse but makes a scary message easier to talk about
- access Talk Pants online and to use bed-time stories to tackle this delicate and very important topic

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy
- will respect parents and children's need for privacy

- will respect families from different backgrounds and cultures as long as it does not put the child at risk
- when making a referral will share all information with parents unless it places the child at risk

Role and Partnership with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding: Recognising the Signs of Abuse and Neglect

Injuries caused by Physical Abuse		
Bruising on:	**Burns, Scalds and Bite Marks**	**Fractures;**
- cheeks, ears, palms, arms and feet; - eyes without bruising to the forehead; - several areas of the head or on areas unlikely to be injured accidentally; - the back, ears, palms, arms and feet; - the upper arms or outer thighs; - any part of the body caused by fingers, a hand, or an object; - any part of a non-mobile child	**Burns** on: - the back of hands, feet, legs, genitals or buttocks; - which have a clear shape such as a cigarette burn or lineal burns **Scalds** that have a line indicating immersion or poured liquid. **Bite marks** left by a human on the body leave clear impressions of the teeth and are oval or crescent shaped.	- may cause pain, swelling and discolouration over a bone or joint; - on non-mobile children are rarely seen are a cause for concern

Recognising Emotional Abuse	Recognising Neglect
- Low self-esteem and lack of confidence - Eating disorders - Self-harming behaviours - Problems with relationships and socializing - Withdrawn personality or prefers to be a loner - Physical, emotional and mental delay - Aggressive, rebellious and violent behaviour - Abnormal attachment between child and parent/carer - Scape-goated within the family	- Poor hygiene - Unwashed /inadequate clothing - Frequent, untreated bouts of head lice - Poor attendance - Poor punctuality - Problems with relationships and socialising - Withdrawn and isolated - Untreated health problems - Frequent missed medical / dental appointments - Poor parental supervision of child - Child appears listless, apathetic and irresponsive with no apparent medical cause - Weight loss - Child thrives away from the home environment

	▪ Parents intoxicated or violent ▪ Child abandoned or left for long periods

Recognising Sexual Abuse	Recognising Child Sexual Exploitation
▪ Sexually explicit behaviour, play or conversation ▪ Unwillingness to remove clothes for PE or sport activities ▪ Pain or itching of genital area ▪ Soiled clothes ▪ Unexplained expensive gifts, toys or favours ▪ Withdrawn or isolated behaviour ▪ Sleep problems ▪ Aggressive behaviour	▪ Inappropriate sexual or sexualised behaviour ▪ Underage sexual behaviour ▪ Injuries from physical assault, physical restraint, sexual assault ▪ Unexplained expensive gifts ▪ Provocatively dressed ▪ Using multiple mobile phones ▪ Children collected from school by unknown adults ▪ Going out with older boy/girl friends ▪ Poor attendance ▪ Truancy ▪ Exclusion ▪ Disengagement with school and education ▪ Mood swings and unexplained behaviour or personality changes ▪ Eating disorders ▪ Self-harming ▪ Drug or alcohol abuse ▪ Involved in gangs etc ▪ Involved in crime and known to the police

Recognising Sexual Harassment between children
▪ Sexual comments both online and in person ▪ Sexual taunting both online and in person ▪ Close physical behaviour ▪ Interfering with someone's clothes ▪ Displaying photos, pictures or drawings of a sexual nature ▪ Online sexual harassment ▪ Non-consensual sharing of sexual images and videos ▪ Sexualised online bullying ▪ Sexual threats

Recognising the signs of Female Genital Mutilation	
Signs that FGM may be about to take place	**Signs that FGM has taken place**
- Parents who originate from one of the 'at risk' countries planning to take a long trip abroad - Child excited about taking part in a 'special' ceremony that involves being cut - Background information indicates that an older has undergone FGM	- Difficulty walking, standing or sitting after prolonged absence from school - Spending longer in the bathroom or toilet - Appearing withdrawn, anxious or depressed - Displaying unusual behaviour after an absence - Being particularly reluctant to undergo normal medical examinations - Asking for help, but may not be explicit about the problem due to embarrassment or fear

Recognising Child Exploitation / 'County Lines' Criminal Activity

- Significant decline in performance and results
- Changes in emotional well-being
- Persistence absence from school
- Persistence absence from home without explanation and being found out of area
- Self-harming and unexplained injuries
- Association with older individuals, groups and gangs
- Identified with carrying weapons in and out of school
- Unexplained expensive gifts
- Using multiple mobile phones

Recognising the signs of Radicalisation

- Significant changes to appearance and behaviour
- Significant decline in performance and results
- Displays low self-esteem
- Rejection of cultural and religious heritage
- Demonstrating and speaking about radical views
- Possession of violent extremist literature
- Associated with individuals or gangs linked to extremist organisations