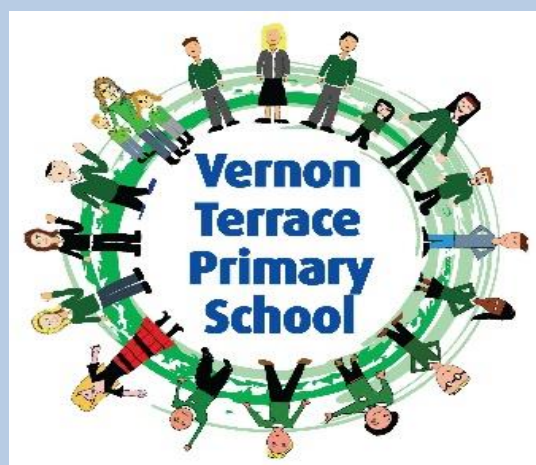


Vernon Terrace Primary School

SAFEGUARDING POLICY 2021-2022



SAFEGUARDING POLICY

Vernon Terrace Primary School

‘Safeguarding and promoting the welfare of children is everyone’s responsibility’
KCSiE, 2021

PERSON RESPONSIBLE FOR POLICY:	JULIE CASSIANO
APPROVED:	MIKE HENDERSON
SIGNED:	
TO BE REVIEWED:	SEPTEMBER 2022

At Vernon Terrace Primary School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Julie Cassiano & Jo Marlow	Alison Steele, Emily Abrahams and Crystalla McGuire	Clive Ireson

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager (normally the Head teacher)	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the head teacher)
Julie Cassiano	Jo Marlow & Alison Steele	Mike Henderson

CONTENTS

4	AIM OF POLICY
4	LEGISLATION AND OTHER RELEVANT POLICIES
5	DEFINITIONS
6	INTRODUCTION
6	AIMS
8	SAFEGUARDING ETHOS
9	SAFEGUARDING PUPILS DURING THE PANDEMIC
10	ROLES AND RESPONSIBILITIES
18	CHILDREN WHO MAY BE PARTICULARLY VULNERABLE AND EARLY HELP
20	RECOGNISING TYPES OF ABUSE AND NEGLECT AND SIGNIFICANT HARM
26	WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD OR AN ALLEGATION IS MADE ABOUT A STAFF MEMBER
28	DEALING WITH DISCLOSURES/REPORTS FROM CHILDREN
30	INDUCTION AND TRAINING
30	RECORD KEEPING
31	CONCERNS/ALLEGATIONS AGAINST MEMBERS OF STAFF, SUPPLY STAFF, VOLUNTEERS OR CONTRACTORS
31	MANAGING ALLEGATIONS AGAINST OTHER PUPILS (CHILD ON CHILD ABUSE)
34	MINIMISING THE RISK OF SAFEGUARDING CONCERNS TOWARDS PUPILS FROM OTHER PUPILS
34	POSSIBLE ACTIONS IN RESPONSE TO A CONCERN/ALLEGATION AGAINST A PUPIL
35	STAFF TAKING MEDICINES/OTHER SUBSTANCES
35	WORKING WITH OTHER AGENCIES
36	PARTNERSHIP WITH PARENTS
36	PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING
37	CURRICULUM AND STAYING SAFE
37	SUPERVISION AND SUPPORT
38	SAFE WORKING PRACTICE
38	ONLINE SAFETY
39	SAFER RECRUITMENT, SELECTION, PRE-EMPLOYMENT VETTING AND ONGOING VIGILANCE
40	CHILDCARE ACT 2006/CHILDCARE (DISQUALIFICATION) AND CHILDCARE (EARLY YEARS PROVISION FREE OF CHARGE) (EXTENDED ENTITLEMENT) (AMENDMENTS) REGULATIONS 2018
40	REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS)
41	REFERRAL TO OFSTED / LOCAL CHILD PROTECTION AGENCY
42	THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS
42	SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT
42	MONITORING AND REVIEW

1. AIM OF POLICY

Vernon Terrace Primary School recognises our statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected, included and valued. We will be alert to signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We understand that early identification prevents concerns from escalating.

The procedures contained in this policy apply to all staff, adult students, volunteers and governors and are consistent with those of Northamptonshire Safeguarding Children Partnership (NSCP). The Northamptonshire Safeguarding Partnership arrangements can be found here [NSCP](#)

The aim of this Policy is to ensure that:

- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff have a reference point in order to know how to recognise and report safeguarding issues accurately.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.

This policy should be read by all members of staff, governors, long-term supplies and long-term volunteers.

2. LEGISLATION AND OTHER RELEVANT POLICIES

This policy is based on the Department for Education's statutory guidance, **Keeping Children Safe in Education 2021** and **Working Together to Safeguard Children 2018**, and the **Governance Handbook**. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This Policy and supporting procedures apply to all who come into contact with children in the School, including: teachers, supply staff, learning support staff, teaching assistants, midday supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors.

This Policy should be read in conjunction with other related school Policies and procedures and any current Covid-19 related addendums including:

- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Whole School Behaviour Policy
- Adult Code of Conduct
- Relationships, Sex and Health Education (RSHE) policy
- Personal, Social and Health Education (PSHE) curriculum
- Safer Recruitment Policy and Procedures
- School Single Central Record (restricted access)
- Equality Opportunities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions (school handbook)
- Special Educational Needs Policy/Information Report

- Whistleblowing procedures
- Intimate Care procedures
- Educational Visits procedures (including procedures for assessing risks)
- First Aid and Accident procedures
- Attendance Policy
- Risk Assessments/fire procedures (incl. Fire Safety/Coronavirus)
- Premises Management including security measures (formal inspections and Buildings Register)

3. DEFINITIONS

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head Teacher' is used this also refers to any Manager with the equivalent responsibility for children: Deputy Head Teacher.

Wherever the term 'child protection' is used note it refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. Safeguarding and Child Protection have different meanings.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.
- Bullying, including online bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Peer on Peer abuse.
- Racist, disability and homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation and human trafficking.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines).

- Serious Violence
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage.
- ‘Up skirting’- is a criminal offence (since 2019)

INTRODUCTION

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The DfE statutory guidance ‘**Keeping Children Safe in Education, 2021**’ is our first point of reference for child protection and child welfare issues in the school. The guidance has been issued to, read and is followed by:

- members of the governing body;
- school/senior leadership teams.

Staff will be issued with Part 1 of ‘**Keeping Children Safe in Education, 2021**’ on the 3rd September 2021. They will be given time to read it before children return. Several copies have been made available and placed in:

- The staffroom
- The school office

All agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

AIMS

There are three main aims to our Safeguarding Protection Policy:

Prevention: by creating a positive school atmosphere, building trusting relationships, and providing high quality teaching and pastoral support to pupils;

Protection: by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Safeguarding concerns;

by challenging external decisions if they do not meet the needs of the pupil. If the school’s DSL considers a pupil is at risk of significant harm and they are not satisfied with an external professional’s decision they must put this in writing challenging the decision formally (following procedure);

Support: by providing support to pupils and their families, who are working with multi agencies, to ensure children are not or no longer at risk of harm; and

by supporting pupils who have a social worker. Those who have been abused, exploited or removed from their primary carer. All staff to work closely with multi agencies to ensure pupils receive the full level of care and support they are entitled to

We will do these things by:

- ensuring we practice safer recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity';
- ensuring that members of the Governing Body have read and follow the DfE statutory guidance '**Keeping Children Safe in Education**' part one.
- ensuring all staff and regular volunteers, who work directly with children, are aware of, understand and follow the DfE statutory guidance '**Keeping Children Safe in Education**', and in particular Part one and Annex B. Those staff who do not work directly with children are aware of and understand either Part one or Annex A (a condensed version of Part one) of '**Keeping Children Safe in Education**'.
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques;
- raising awareness of safeguarding issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as outlined in Part one (or Annex A, where appropriate) of KCSiE; to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems;
- ensuring that staff have the skills, knowledge and understanding necessary to support 'looked-after and previously looked-after children' and to keep them safe;
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records, which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and pupils' physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met;
- Ensuring we follow ratio guidance for the Early Years and Foundation Stage; and

- Deploying a member of staff to coordinate Educational Visits (EVC responsibility)
- Ensuring the Head Teacher works closely with relevant staff and external bodies to maintain the building – monitoring the premise’s Health and Safety

SAFEGUARDING ETHOS

At Vernon Terrace Primary School the health, safety and wellbeing of all our children is of paramount importance to all the adults/stakeholders. All our children have a right to be safe in our school; this is enhanced by a number of other policies as listed on page 4.

We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically, to ensure they:

- Are healthy (physically, mentally and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training and recreation);
- Make a positive contribution to the school community and general society;
- Achieve social and economic well-being.

There is no place for extremist views of any kind in our school, whether from internal sources or external sources. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will be challenged. Where misconduct by a member of staff (including the Head Teacher) is proven, the matter will be dealt with in line with the school’s disciplinary policy.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that biased political views are not promoted in the teaching of any subject in the school and, where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that safeguarding is included in the curriculum (including online safety) to help children stay safe, recognise when they don’t feel safe and identify who they might/can talk to (safe adults). We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours. We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children. Our PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, our Relationships & Sexual Health Education (RSHE) will include elements of how children can recognise different risks in different situations and how to behave in response.

As a school who offers part-time places in our nurture provision to vulnerable pupils, who are on role at other schools, we recognise that we have a shared responsibility to safeguard these pupils. We will work closely with their alternative school provider to ensure the needs of the pupil are appropriately met.

SAFEGUARDING PUPILS DURING THE PANDEMIC

During periods of uncertainty such as that experienced during the Coronavirus pandemic, it is particularly important to safeguard children who may be at an increased risk of abuse, harm and exploitation from a range of sources. The procedures which follow this policy will be adhered to at all times, but we recognise that amendments or additions may be required in order to support those directly affected by a pandemic.

All children are vulnerable, but some may be especially so during periods where they or their households are self-isolating. It is equally important to safeguard families, with parents facing significant pressures to continue to protect and promote the welfare of their children. These parents may already be struggling and so with additional pressure the likelihood of harm or significant harm may increase. In all known or emerging child protection cases, staff (particularly those with safeguarding responsibilities) will be mindful of the affects a pandemic may have on families and children.

Additional issues which may need consideration or action include:

Poverty - where families are unable to meet the basic needs of children, this can, in some cases, lead to an increased likelihood of abuse, neglect and harm.

Reduced access to support networks – resulting in children who are abused and harmed being unseen and unheard.

Accommodation - vulnerable children and families can often face challenges with their accommodation. They may have temporary accommodation or a lack of space which is exacerbated by the fact that the whole family may be self-isolating, unable to leave the family home for exercise and social contact, which can lead to an increase in abuse and neglect.

Domestic abuse – a pandemic situation can disrupt routines and behaviours, both positively and negatively and it is important to be aware of how the tension can escalate to violence and abusive behaviours between families, parents and children.

Substance abuse - unhealthy coping mechanisms can involve a reliance on substances that provide relief and escapism by adults and children alike. Substances alter the behaviour of parents and create a lack of safety for children and young people. It is important to understand how families manage the stresses faced during a pandemic - with associated worries around employment, finances and health.

Neglect – self or household isolation can place children at a greater risk of neglect. This is compounded by the increased economic challenges and poverty that families may be facing, and by the increased exposure of children to neglectful environments.

Children with additional needs - children and young people with additional needs and disabilities are more likely to be abused or neglected than non-disabled children, and less likely to disclose harm due to communication and other difficulties. With localised outbreaks that affect the opening of schools or require self-isolation, families may find increased time at home and additional caring responsibilities, a strain.

Children who are considered vulnerable and not able to attend school (due to periods of self-isolation) will receive a socially distanced – outdoor – home visit. Our safeguarding team will assess all family's financial capacity to feed their family where we consider there to be a shortage a member from the safeguarding team will work closely with foodbanks making referrals when

necessary. Children in receipt of free school meals will receive food parcels during self-isolation periods.

ROLES AND RESPONSIBILITIES

1. Roles and responsibilities

All governors and staff have a shared responsibility to safeguard children. The Governing Body and the School Leadership Team, especially the Designated Safeguarding Lead and deputies, will make themselves aware of and follow the DfE's requirements documented in KCSiE, 2021. The lead DSL, the Head Teacher, will work closely with West Northamptonshire's children's services.

1. The role of the Governing Body

The Governing Body will ensure the Head Teacher facilitates a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

The Chair of Governors will liaise with the Local Designated Officer (LDO) appointed by the Local Authority and partner agencies in the event of concerns/allegations made against the Head teacher of the school.

The Governing Body is accountable for ensuring the school:

- promotes and embeds a culture and environment of openness, trust and transparency so that staff feel comfortable to discuss matters of concern which may have implications for the safeguarding and welfare of children;
- has a senior leadership responsible for the setting's safeguarding arrangements with the appropriate LEA
- has appointed an appropriate senior member of staff, from the School Leadership Team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The role of Deputy DSL is not a legal requirement but will enable the statutory requirement to have a member of staff with Safeguarding Lead responsibilities always available to staff during school hours should the DSL be unavailable for any reason. The DSL will take lead responsibility for safeguarding and child protection. This responsibility is explicit in the role-holders' job descriptions;
- provides a co-ordinated offer of Early Help when additional needs of children are identified and monitor the school's effectiveness in leading these plans alongside Social Services
- has provided the means to ensure that **all staff** in their school has **read** at least Part one (or Annex A, where appropriate) of **Keeping Children Safe in Education** and has mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A, where appropriate) of **Keeping Children Safe in Education**;
- has effective Policies and procedures in place for child protection and staff behaviour (part of the Whole School Behaviour Policy and procedures and the Adult Code of Conduct) and Online Safety which are provided to staff and volunteers on induction;

- ensures that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In doing so, the Governors will have regard to the **Teachers' Standards**;
- has safeguarding arrangements which take account of the procedures and practice of the LEA as part of the inter-agency safeguarding procedures;
- actively promotes fundamental British values as part of the school's broad and balanced curriculum to ensure pupils' spiritual, moral, social and cultural (SMSC) development;
- assesses the risk, taking local context into account, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- has procedures in place for monitoring online safety and regularly monitors systems and practices to ensure their school leaders are keeping children safe online. UKCIS guidance '**Online safety in schools and colleges: Questions from the Governing Board**' is used to ensure this;
- has a culture of listening to children, taking account of their wishes and feelings, both in individual decisions and the development of services;
- has a robust system of monitoring safeguarding and child protection concerns in place with appropriate safeguarding and child protection files which are appropriately maintained;
- has arrangements in place for supporting pupils with medical conditions;
- has a written Recruitment and Selection Policy and procedure in place;
- prevents people who pose a risk of harm from working with children (either paid or unpaid) by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised;
- has at least one person on any appointment panel who has undertaken safer recruitment training;
- has procedures for dealing with concerns/allegations against members of staff, supply staff, volunteers and contractors that comply with DfE statutory guidance '**Keeping Children Safe in Education**';
- has procedures for dealing with allegations against other children (child on child abuse). This will generally be in accordance with the school Behaviour Policy and procedures;
- has appointed a designated teacher to promote the educational achievement of looked-after or previously looked-after children ensuring that this person has appropriate training;
- ensures that staff have the skills, knowledge and understanding necessary to keep looked-after or previously looked-after children safe and have the information they need in relation to a child's 'looked-after' legal status (whether they are looked-after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;

- operates a Whistleblowing procedure and will remedy any deficiencies or weaknesses in relation to safeguarding and child protection arrangements that is brought to its attention without delay;
- has appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- ensures the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- ensures staff members are aware that they must not promise confidentiality to a child and must always act in the best interests of the child;
- has a termly safeguarding and child protection item on the Governing Body agenda;
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis; and
- has a designated Governor to monitor in school procedures/practices and report back to the full Governing Body.

1. The role of the Head Teacher

It is the responsibility of the Head Teacher to:

- ensure that the Policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of safeguarding or child protection generally in the setting;
- ensure all staff and, where appropriate, volunteers attend or are given access to training in safeguarding procedures and strategies (including online safety) to enable them to identify children who may be at risk from all forms of abuse or harm;
- ensure sufficient resources and time is allocated to enable the Designated Safeguarding Lead (where this is not one and the same person) and other staff to discharge their responsibilities, including attending training at regular intervals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children; and
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in relation to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the Whistleblowing procedures.

2. The role of the Designated Safeguarding Lead (DSL)

The School has a member of the School Leadership Team designated by the Governing Body as the Safeguarding Lead (DSL) who will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as Children's

Social Care. The DSL (and any deputy/ies) is most likely to have a complete safeguarding picture of an individual child or family background. The role of the Designated Safeguarding Lead is explicit in the role-holder's job description and includes the roles outlined in Annex C of [Keeping Children Safe in Education](#).

During term-time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Arrangements will be made to ensure that access to the DSL or deputy will be available to staff during off-site visits or other extra-curricular activities taking place outside normal school hours.

There will always be cover for this role and the deputy DSL's will be trained to the same standard as the DSL. The role of the deputy DSL is explicit in the role-holder's job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection (including online safety), as set out below, remains with the Designated Safeguarding Lead, this **lead responsibility** should not be delegated.

The DSL will have knowledge and skills for recognising and acting upon safeguarding concerns, having received appropriate training. The DSL is also the 'Prevent Single Point of Contact'

Liaison and referrals: the Designated Safeguarding Lead will:

- liaise with and, where requested supply information to, local statutory children's services agencies [Working Together to Safeguard Children](#);
- refer to Police individual incidents or issues, where deemed necessary. The NPCC guidance '[When to call the Police](#)' will help DSLs understand when they should consider calling the Police and what to expect when they do;
- refer all cases of suspected abuse or allegations to West Northamptonshire's Safeguarding Children's Partnership;
- make a referral to West Northamptonshire's Safeguarding Children's Partnership immediately if, at any point, there is a risk of immediate serious harm to a child – **anybody can make a referral**;
- support staff who make a referral
- where required to do so, liaise with the "Case Manager" and the Local Designated Officer (LDO) appointed by the Local Authority in the case of a concern/allegation made against a member of staff or other adult;
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not voluntarily left the school/setting.
- refer concerns about pupils who may have disappeared or whose transfer has raised concerns to Children's Services Children Missing Education (CME) Officer;
- ensure that an indication of further record-keeping is marked on the pupil records;
- ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary;

- ensure that any child currently on a Child Protection Plan, who is absent without explanation for two days, is referred to their key worker's Social Care Team;
- understand and support the school in relation to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- be aware of the local procedures for making a 'Prevent' referral;
- liaise with staff (especially pastoral support staff, school nurses, IT technicians, SENDCO and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and act as a source of support, advice and expertise within school when deciding to make a referral
- liaise with the Head Teacher (where this is not one and the same person) to inform them of issues especially ongoing enquiries under section 17 (child in need) and section 47 of the Children Act 1989 and Police investigations.

Training: the Designated Safeguarding Lead will:

receive appropriate training, updated every two years (see Section 6 below) in order to:

- understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments (EHA);
- have a working knowledge of how the Local Authority 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 Safeguarding Policy and procedures, especially new and part-time staff, supply staff and volunteers/students;
- be alert to the specific needs of children in need, including those with special educational needs & disabilities, young carers and those at risk of radicalisation or child sexual exploitation;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation;
- understand their role in multi-agency working and the importance of information sharing, both within the school, and with safeguarding partners, other agencies, organisations and practitioners;
- 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;
- be able to keep detailed, accurate and secure written records of concerns and referrals;

- obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the setting; and
- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them.

Raising awareness: the Designated Safeguarding Lead will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting's Safeguarding Policy and procedures, the school's Adult Code of Conduct for staff and other adults and are provided with a copy of Part one (or Annex A, where appropriate) of '**Keeping Children Safe in Education - Safeguarding information for all staff**'
- ensure that all staff are made aware of and understand the school's safeguarding response to children who go missing from education;
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse, neglect, child on child abuse and issues relating to sexual violence and sexual harassment;
- ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- ensure the Safeguarding Policy and procedures is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- link with the West Northamptonshire's Children's Safeguarding partner's arrangements to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and its staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children;
- where children leave the school (including for in-year transfers), the DSL will ensure their Safeguarding file is forwarded to any new school as soon as possible to allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. The file will be transferred separately from the main pupil file. A copy of the chronology will be retained in school. Consideration will also be given to whether information should be shared with the new school in advance of a child leaving the school to provide continuous support. Further information on the child protection file is outlined in Annex C of **Keeping Children Safe in Education**.

3. The designated teacher for looked-after and previously looked-after children

A previously looked-after child potentially remains vulnerable and all staff are equipped with the skills, knowledge and understanding to keep both looked-after and previously looked-after children safe.

The designated teacher for looked-after and previously looked-after children has lead responsibility for helping school staff understand the things which affect how looked-after children learn and achieve in line with the DfE guidance '[The designated teacher for looked-after and previously looked-after children – Statutory guidance on their roles and responsibilities](#)'.

The designated teacher will:

- have received appropriate training and have the relevant qualifications and experience to take the lead in promoting the educational achievement of registered pupils who are looked-after;
- liaise and work together with other agencies providing prompt action to safeguard any looked-after or previously looked-after child;
- promote a culture of high expectations, educational achievement and aspirations for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care;
- work with the virtual school Head Teacher to promote the educational achievement of looked-after and previously looked-after children;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children making full use of Assessment for Learning;
- make sure that looked-after or previously looked-after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

4. The role of teachers

Teachers, including the Head teacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the [Teacher Standards 2011](#) (updated 2013).

5. The role of ALL staff (including supply staff and volunteers)

- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to read and properly understand '[Keeping Children Safe in Education Information for All School and College staff \(Part one\)](#)' (or Annex A, where appropriate), DfE guidance '[What to do if you're worried a child is being abused](#)', the School's Adult Code of Conduct for staff and other adults who work with children, the School's Safeguarding Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.

- All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may be in need of help or protection.
- All staff should know what to do if a child tells them he/she is being abused, exploited, neglected or otherwise at risk of harm. **Always** speak to the DSL (or deputy). If in exceptional circumstances, the DSL or deputy is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the School Leadership Team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as practically possible.
- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Further information relating to other signs of harm are set out in Part one of [Keeping Children Safe in Education](#).
- All staff should be aware that sexual abuse of children by other children (child on child abuse) is a specific safeguarding issue and should understand the importance of their role in preventing and responding to it and be clear on the school's Policy and procedures for dealing with it.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- All staff are advised to speak to the DSL or deputy should they have a concern about the mental health of a child as this can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- All staff should be prepared to identify children who may benefit from an Early Help Assessment and understand their role in it. This includes identifying emerging problems, providing help for children, promoting children's welfare and preventing concerns from escalating, liaising with the DSL, sharing information with other professionals to support early identification whether this is when problems are first emerging or where a child is already known to Children's Social Care and, in some cases, acting as the lead professional in undertaking an Early Help assessment.
- All staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should be aware of and understand the school's safeguarding response to children who go missing from education.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. Staff, but especially the DSL (and deputy) should consider whether children are at risk of abuse, sexual abuse, serious youth violence, county lines or sexual/criminal exploitation in situations outside their families and should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises,

in line with the DfE guidance '[Sexual Violence and sexual harassment between children in schools and colleges](#)'.

- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse another child online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- If a staff member has any concerns or are unsure about a child's welfare, they should act on them immediately. There should be a conversation with the DSL (or deputy) to agree a course of action, although any staff member can make a referral to Children's Social Care. If a referral is made by a member of staff, they should inform the DSL as soon as possible.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE AND EARLY HELP

Some children may be at increased risk of neglect and/or abuse and would especially benefit from Early Help. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

We are particularly alert to the potential need for early help for a child who:

- Has SEN, SEMH, a disability or has certain health conditions;
- 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 or county lines;
- is frequently missing/goes missing from care or home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse or adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day;
- is at risk of fabricated or induced illness;

- is an asylum seeker;
- is vulnerable to being bullied, or engaging in bullying;
- is showing early signs of abuse and/or neglect;
- is living a transient lifestyle;
- is living in a chaotic, neglectful and unsupportive home situation; and
- is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality.

The West Northamptonshire Early Help Team can be contacted on:

Telephone No: **0300 126 1000 (option 1 then option 2)** or
email: earlyhelpsupport@northamptonshire.gov.uk

Any cases resulting in Early Help will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes.

Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. For more information about pupils with SEMH see our SEND policy or speak to our SENDCO.

Pupils with SEN/Disabilities or physical health issues

We recognise that children with special educational needs (SEN), disabilities or certain health conditions (whether or not they have a statutory education, health and care plan) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

The potential need for early help and extra pastoral support in this group of children is considered as a priority.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation for 28 days or more by a person who is not a parent, person with parental responsibility for them or a relative in their own home. Staff will remain alert to, and, when it comes to their attention, report to the DSL, information which suggest a child is being privately fostered. The DSL will then notify the LA to allow the LA to check the arrangement is suitable and safe for the child.

RECOGNISING TYPES OF ABUSE AND NEGLECT AND SIGNIFICANT HARM

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

All school staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their DSL or deputy.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused or exploited by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

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 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 – for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying, prejudiced-based and discriminatory bullying), causing children to frequently 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 failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or being unresponsive to, a child's basic emotional needs.

Specific safeguarding issues

Child Sexual Exploitation (CSE) – all suspected cases of CSE will be referred to West Northamptonshire Children's Services.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can affect any child (who has been coerced into engaging in sexual activities), under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Like all forms of child sex abuse, child sexual exploitation:

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media, or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources; and
- may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Sharing nude and semi-nude images (formerly known as sexting) – All incidents involving youth produced sexual imagery must be reported to the DSL. Any direct disclosure/report by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving the inappropriate sharing of images via the internet or mobile device comes to a school's attention the school will follow the guidance as set out in the UK Council for Internet Safety (UKCIS) publication outlined below. A [summary version](#) of this guidance in particular, how the school will respond to an incident, will be shared with all staff as part of their Child Protection regular updated training.

When considering appropriate action regarding the sharing of inappropriate images, the DSL will take the age of the child involved and the context into account. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and the sharing of nude and semi-nude images will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the UKCIS document '[Sharing nudes and semi-nudes - Advice for education settings working with children and young people](#)' which also includes advice on responding to incidents and safeguarding children and young people. A copy of this document is held in the School Office.

The UKCIS advice outlines how to respond to an incident of nudes and semi-nudes being shared including:

- risk assessing situations;
- safeguarding and supporting children and young people;
- handling devices and images;
- recording incidents, including the role of other agencies.
- informing parents and carers

The types of incidents which this advice covers are:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a child under the age of 18;
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a child under the age of 18;
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18.

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

There are a number of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further advice on this issue is provided in the Home Office document '[Preventing youth violence and gang involvement](#)'.

Child Criminal Exploitation (CCE) including county lines – Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs. Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Where the potential victim is under 18, a [National Referral Mechanism](#) (NRM) referral should be considered. This is usually undertaken by the Police or Local Authority. Child victims do not have to consent to be referred into the NRM and a safeguarding referral should also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve the use of coercion, intimidation and weapons to ensure compliance of victims;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further advice on this issue may be found in the Home Office document '[Criminal exploitation of children and vulnerable adults: county lines](#)'.

Mental health – All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. In such cases, only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where staff have a mental health concern, they have been advised to speak to the SENDco/DSL immediately. Reference will be made to the DfE guidance '[Mental Health and Behaviour in Schools](#)'.

Domestic abuse - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members including teenage relationship abuse and child/adolescent to parent violence and abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside the home. The abuse can encompass, but is not limited to:

- psychological/emotional (including coercive and controlling behaviour)
- physical/sexual
- economic (access to basic resources like food and clothing)

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members and ex-partners. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Note: Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young person, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Our school is part of [Operation Encompass](#). This is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident. Our parents are fully aware that we are an Operation Encompass school. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. Operation Encompass information is logged on our central recording system. Only DSLs have access to this information.

‘Honour based’ abuse (HBA) – Honour based abuse includes 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 (some perpetrators use perceived cultural practices to coerce a person into marriage), and practices such as breast ironing. This type of abuse in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called HBA are abuse (regardless of motivation) and will be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Since October 2015, teachers have been under a mandatory duty to report personally to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School’s DSL.

Preventing radicalisation – Protecting children from the risks of radicalisation, extremism and terrorism is seen as part of this school’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Since July 2015 schools have been under a statutory duty to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent duty. Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Working in Partnership – we will ensure that our procedures take account of the policies and procedures of Cumbria SCP.
- Staff training – we will ensure that staff have access to Prevent awareness training to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- Online Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the Online Safety Policy.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism. This school uses resources taken from the Government sponsored website ‘[educateagainsthate](#)’. The Home Office statutory guidance ‘[Revised Prevent Duty Guidance; England and Wales](#)’ provides further information for those responsible for assisting in the reduction of all forms of extremism, radicalisation and terrorism.

We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub.

Children missing from home, care or education – A child going missing from home, care or education can act as a vital warning sign of a range of safeguarding possibilities including abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and to help prevent the risk of their going missing in future. These procedures are shared with all staff and other relevant adults, and new starters on Induction.

School staff are aware of the school's unauthorised absence and children missing from education procedures. In line with current best practice, we will request from parents at least 2 emergency contacts for each pupil which will allow us to contact a responsible adult in the event of a child missing education. It is our legal duty to inform the Local Authority of any pupil who is removed from the school roll or who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Homelessness – Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) will make an Early Help referral for any family at risk of being made homeless.

Upskirting – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Other issues covered by Annex B – Keeping Children Safe in Education – in addition to issues outlined above, Annex B of [Keeping Children Safe in Education](#) also includes further detail on the following:

- Child abduction and community safety incidents
- Children and the court system
- Children with family members in prison
- Modern slavery and the National Referral Mechanism

WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD OR AN ALLEGATION IS MADE ABOUT A STAFF MEMBER

In situations of alleged abuse involving staff members (including supply staff, volunteers and contractors), refer to our school's Whistleblowing procedures.

If staff have concerns about a child, they should raise these with the DSL or deputy (see flowchart below).

Reporting a safeguarding concern flow chart

Step 1: A disclosure or observation concerns you.

Using our school's reporting form, write down, using the child's words, the concern on the form. Do not tell the child or make them believe you will keep this information confidential.

Likewise, if it is an observation you have made that concerns you. Write down your concern using our school's reporting form.



Step 2: Report to Head Teacher DSL or the next nearest available DSL. You can leave class at anytime to report a concern.

The DSL will give a brief outline of next steps.



Step 3: Inform the person you work alongside with that you have made a disclosure and name the child.

Note: Do not discuss the detail of the disclosure/observation with this colleague or any other.



Step 4: DSL to report any follow up instructions required to staff directly working with that child without disclosing the nature of the concern.

E.g. Monitor x. Or only x can collect etc.



Step 5: Person who reported the concern can speak to the DSL they reported the initial disclosure to for updates if they wish.

If concerned about the management of a case (being neglectful) and you believe a child is at risk of severe harm or is in imminent danger share your concerns with the DSL. Ask for the rationale behind the decision.

If you still do not think the appropriate action has been taken, make an appointment to speak with the Head Teacher (even if they were the DSL) to make formal complaint.



Step 6: If you consider a child is at serious risk of harm and you have reported your concerns formally to the Head Teacher, and do not consider appropriate action has been taken then refer to the school's Whistleblowing policy.

Concerns about a child often accumulate over time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

The DSL will decide whether to make a referral but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they should make an appointment to discuss this with the Head Teacher. Where they still do not consider their concern is being heard they should contact the Chair of Governors.

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. **Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.**

DEALING WITH DISCLOSURES/REPORTS FROM CHILDREN

The way in which a member of staff talks to a child who discloses or reports abuse could influence the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school they should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. It is essential that all children are reassured that they are being taken seriously and that they will be supported and kept safe. The DSL will scan your note onto our central system (My Concerns) and make a note of action to be taken.

If a referral needs to be made, or consultation with any other agency is deemed necessary, then we recognise that it is good practice to feedback to the member of staff who reported the concern. The DSL will decide who in school needs to be made aware. The person who reported the concern must uphold the dignity of the child/family at all times remaining professional and only discussing the concern with relevant staff on a need to know basis. Note: All DSLs and Deputy DSLs have access to the schools central logging system hence will be made aware of every concern logged.

Listening to children

Children will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. It is therefore essential that all staff and volunteers in school know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

DfE statutory guidance [Working Together to Safeguard Children](#) describes what children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not

- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views
- **Protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and respect, and to have consistent support provided for their individual needs. School will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk.

Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. School staff will work with the child and their families collaboratively when deciding how to support the child's needs. Special provision will be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking. Staff will record the discussion with the pupil as soon as possible and take immediate action.

If a child chooses to disclose, the member of staff or other adult in the school **WILL:**

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a careful record of what was said.

Staff or other adults will **NEVER:**

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the person/s allegedly involved;
- forget to record what has been said;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

Vulnerable groups: For children with communication/language difficulties or who use alternative/augmented communication systems, staff and other adults may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children. In some cases, it may be appropriate to seek the services of a professional interpreter.

INDUCTION AND TRAINING

All school-based staff including the Head teacher (where they are not the DSL) are required to undertake an appropriate level of safeguarding training (including online safety) at induction. This training will be updated regularly. In addition, all staff members will receive regular safeguarding updates (including online safety via a monthly newsletter which will be emailed to all staff) via various means.

Appropriate training and regular updates will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in a child's behaviour;
- deterioration in a child's general wellbeing/mental health;
- unexplained bruising, marks or signs of possible abuse or neglect;
- a child's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with a disclosure from a child;
- Whistleblowing procedures as they refer specifically to Child Protection;
- the school Single Equality Information/Objectives; and
- general health, safety and welfare issues.

Training is organised by the DSL in line with DfE's Keeping Children Safe in Education.

All staff will receive annual Safeguarding training. DSL will renew their certification three yearly and attend LEA update briefings and network events.

All staff and regular volunteers working in 'Regulated Activity' and directly with children are provided with a copy of **Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff'**, (or Annex A, where appropriate) and a copy of the school's Safeguarding Policy, Adult Code of Conduct and Whistleblowing Policy to follow.

We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. The nominated Governor will receive safeguarding training.

The DSL and Head teacher (if not one and the same) will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained and to what level. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

RECORD KEEPING

Staff will record, using the prescribed safeguarding form, any welfare concern that they have about a child and passed onto the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated. Staff must be aware that their records might have to

be used as evidence in court and must therefore be mindful of the need to distinguish fact from opinion. However, staff must not attempt to investigate a situation themselves.

Safeguarding records are kept centrally and securely by the DSL and are shared with other members of staff on a 'need to know' basis only – the DSL is equipped to make this decision. All safeguarding records will be kept on our central recording database 'My Concerns'. A chronology must be recorded in the file with the final entry being the date the child left the school or the date the file was transferred to a receiving school.

Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

A record will be made of all incidents where pupils have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level.

When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept.

All safeguarding files/records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher. Confidential files that must be posted and marked private and confidential. Files will be sent via 'Special Delivery' postage where its whereabouts, at any time, can be tracked.

CONCERNS/ALLEGATIONS AGAINST MEMBERS OF STAFF, SUPPLY STAFF, VOLUNTEERS OR CONTRACTORS

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including supply staff, volunteers and contractors rather than members of the child's family. Refer to our school's Whistleblowing Policy if such an allegation is made to you. You must handle such as investigation with no bias or judgement. It is not for members of staff to investigate or to come to a conclusion. All allegations MUST be taken seriously, the person who discloses the information MUST consider their disclosure has been taken seriously and is being managed appropriately in line with policy.

MANAGING ALLEGATIONS AGAINST OTHER PUPILS (CHILD ON CHILD ABUSE)

We believe that all children have a right to attend the school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School's Whole School Behaviour Policy. It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it.

All staff are made aware that safeguarding issues can manifest themselves via child on child abuse and will be trained in the procedures to follow if there are incidents of sexual violence or sexual harassment between pupils. This is most likely to include, but not limited to: bullying (including cyber bullying, prejudiced-based and discriminatory bullying), physical abuse such as hitting,

kicking, shaking, biting, hair pulling, or otherwise causing physical harm; gender-based violence/sexual violence (such as rape, assault by penetration and sexual assault), sexual harassment (such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts, sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse). Dismissing or tolerating such behaviours risks normalising them; upskirting and the sharing of nude or semi-nude images. Additional information on this issue is also available in Annex B of [Keeping Children Safe in Education](#) and in the DfE best practice advice '[Sexual violence and sexual harassment between children in schools and colleges](#)'.

We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. All staff have been made aware that even if there are no reports in our school, it does not mean it is not happening – it may be the case that it is just not being reported. If staff have any concerns regarding child on child abuse they must speak to the DSL (or deputy).

We will ensure that pupils are aware of the NSPCC dedicated helpline (report abuse in education – **0800 136 663**) for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance.

Decisions about what to do should a case of child on child abuse become evident will be made on a case-by-case basis, taking into consideration:

- the nature of the incident – might a crime have been committed?
- the ages of the children involved;
- any power imbalance between the children for example, if one child is much older, more mature or more confident. Does the victim have a disability, learning difficulty or other health related issues;
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator;
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Safeguarding concerns/allegations

We recognise that children can abuse their peers. There are different forms of child on child abuse, but we recognise that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh”, “boys being boys” or “part of growing up” which essentially downplays certain ***behaviours and can lead to a culture of unacceptable behaviours, an unsafe environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.*** We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and concerns/allegations are the same as for any other type of abuse.

Children with Special Educational Needs and Disabilities (SEND) or certain health conditions are three times more likely to be abused or exploited than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability or health condition without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and

- communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (or deputy) and the SENDCO

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by other children. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

We are also aware that our staff can be victims of sexual violence and sexual harassment and have arrangements in place to protect our staff and other adults from such abuse, including clear reporting and support mechanisms.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a child protection allegation against a pupil, some of the following features will be found.

The concern/allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil;
- indicates that young people outside the school may be affected by this pupil.

Examples of child on child abuse could include:

Physical abuse

- violence, particularly pre-planned such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- forcing others to use drugs or alcohol
- teen dating violence/abuse in intimate personal relationships between peers

Emotional abuse

- blackmail or extortion
- threats, intimidation and defamation
- bullying (including cyberbullying, prejudice-based and discriminatory bullying), racial or sexual harassment (sexual comments, remarks, jokes and online sexual harassment) or other imbalance of power
- hazing – any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate
- stalking

Sexual abuse

- causing someone to engage in sexual activity without consent
- indecent exposure, indecent touching, rape or sexual assault
- forcing others to watch pornography or consensual and non-consensual sharing of nudes and semi-nude images or videos via the internet or other mobile device

Sexual exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In some situations, older pupils may attempt to recruit younger pupils using any or all the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

MINIMISING THE RISK OF SAFEGUARDING CONCERNS TOWARDS PUPILS FROM OTHER PUPILS

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and sexual violence and sexual harassment, and the issue is discussed as part of PSHE curriculum to the extent that all children are made aware of what behaviour is unacceptable and to enable all children to have the confidence to report issues which may be worrying or concerning to them and to whom those reports should be made.

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

POSSIBLE ACTIONS IN RESPONSE TO A CONCERN/ALLEGATION AGAINST A PUPIL

- Staff who observe or suspect any form of child on child abuse must inform the DSL as soon as possible so that further investigations can take place.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- A factual record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact West Northamptonshire's Children Services to discuss the case. It is possible that Children's Services is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a record of the concern (My Concerns).

- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See '[When to call the Police](#)' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of our Whole School Behaviour Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither Children's Services nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

STAFF TAKING MEDICINES/OTHER SUBSTANCES

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for them. Medical advice will be sought if there are likely to be side effects which will impair the individual's ability to work safely with children. Staff medicine on the premises will be securely stored, and kept out of reach of children, at all times.

WORKING WITH OTHER AGENCIES

The School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

The School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help/Team around the Family or Team around the Child meetings.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

PARTNERSHIP WITH PARENTS

The school shares a purpose with parents to educate, keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents. As well as being available to view on the school website, this Child Protection Policy and procedures is available on request.

PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL (deputies) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Neither the Data Protection Act 2018 nor UK GDPR prevent, or limit, the sharing, or withholding, of information for the purposes of keeping children safe. Information which is sensitive and personal will be treated as 'special category personal data'. Legal and secure information sharing between schools, Children's Social Care and other agencies is essential. Information can be shared without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. When parents do not give permission to share information staff must consider if a child is at risk of harm, before a decision to not share information is made; when there is disparity between parent's views and those of their children, professionals must maintain focus on the child. Fears about sharing information **must not** be allowed to stand in the way of protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards will be in place.

Under the Data Protection Act 2018 and the UK GDPR, schools are permitted to withhold pupils' personal data where, for example, a child is in a refuge or other form of emergency accommodation and to provide the information would place a child at risk.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Services Safeguarding Team), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if a child discloses abuse or gives information that suggests they may be at risk, this **MUST** be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand what is appropriate child and adult behaviour; what is 'safe'; what constitutes a healthy relationship both online and offline; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

We encourage the safe use of external agencies or speakers to enrich the experiences of our pupils. We will, however, positively vet those external agencies, individuals or speakers who are invited by the school staff or by the pupils themselves to ensure that we do not unwittingly use people or organisations that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from people or organisations to ensure that:

- any messages communicated to pupils support fundamental British Values;
- any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- activities are matched to the needs of pupils.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the DSL or deputy DSL.

All newly qualified teachers and classroom assistants have a mentor with whom they can discuss concerns including the area of safeguarding, however, all concerns **MUST** be reported to the DSL without delay. The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

Performance management

- Ensure that performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge.
- Ensure that safeguarding children practice is consistent with school policy
- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.

Professional development

- Ensure that professional development needs, including safeguarding practice are considered and supported.

Personal support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

SAFE WORKING PRACTICE

Staff and other adults are required to work within clear Guidelines on Safe Working Practice, following this policy, the Adult Code of Conduct and the school's ICT Staff Acceptable Use Agreement. The latter includes amongst other things, staff/pupil relationships and communications, including the use of social media.

A child may make an allegation against a member of staff or other adult in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff and other adults must take care not to place themselves in a vulnerable position regarding safeguarding or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

It is not realistic to suggest that staff should never touch pupils and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. 'Reasonable' in these circumstances means 'using no more force than is needed'. Although there are circumstances when it is appropriate for staff in schools to use reasonable force, physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by a witness. Staff and other adults in the school are aware of the **Whole School Behaviour Policy**, and any physical interventions must be in line with that agreed policy and procedure in which appropriate training will be provided. Full advice and guidance can be found in the DfE document [Use of Reasonable Force](#). Information about how to support children with SEND and mental health difficulties who are at risk of restrictive intervention can be found in '[Reducing the need for restraint and restrictive intervention](#)'.

ONLINE SAFETY

The use of new technologies presents challenges and risks to children both inside and outside of school and technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; online hoaxes and challenges – technology often provides the platform that facilitates harm.

The School will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Reference will be made to the DfE advice [Teaching online safety in schools](#). Detailed information can be found in the school's Online Safety Policy and procedures.

Children and young people can be exploited and suffer bullying through their use of technology e.g. the internet, mobile phones and social networking sites. To minimise the risks to our children we

will ensure that we have appropriate and reasonable security filters and monitoring systems in place.

Where it is suspected that a child is at risk from internet abuse e.g. being subjected to harmful online interaction with other users, peer pressure, commercial advertising such as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes, we will report our concerns to the appropriate agency.

Staff are particularly aware of the professional risks associated with the use of electronic communication (email; mobile phones; texting; social network sites) and must familiarise themselves with advice and professional expectations outlined in the school Adult Code of Conduct for staff and other adults and the school's Online Safety Acceptable Use Agreement.

When using digital images, staff will inform and educate pupils about the risks associated with the taking, sharing, publication and distribution of images. Pupils will be taught to recognise the risks attached to publishing their own images on the internet e.g. on social networking sites. Staff are permitted to take digital/video images to support educational aims but must follow the school policy and procedures in relation to the production, sharing, distribution and publication of those images.

In relation to pupils and their use of mobile technology on the school site, reference should be made to the school policy on Online Safety which is available on request.

SAFER RECRUITMENT, SELECTION, PRE-EMPLOYMENT VETTING AND ONGOING VIGILANCE

The School aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children. The Governing Body / Proprietor will act reasonably in making decisions about the suitability of prospective employees, supply staff, volunteers and contractors based on checks and evidence including: criminal record checks (DBS checks), barred list checks, Childcare Disqualification declaration (where relevant) and, in the case of teaching staff, prohibition checks together with references and interview information.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document '[Keeping Children Safe in Education](#)' and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

We will ensure that we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour so that staff feel comfortable to discuss matters both within and outside of the workplace which may have implications for the safeguarding of children.

The Governing Body will ensure that at least one person on any appointment panel has undertaken safer recruitment training and that the training is updated as necessary.

All leaders will follow 'Safer Recruitment' recruitment flowchart when making appointments. The Head Teacher will check all references and sign with a reason to state whether the references meet safer recruitment practice.

CHILDCARE ACT 2006/CHILDCARE (DISQUALIFICATION) AND CHILDCARE (EARLY YEARS PROVISION FREE OF CHARGE) (EXTENDED ENTITLEMENT) (AMENDMENTS) REGULATIONS 2018

The above legislation applies mainly to primary schools and those settings with early years pupils. However, as a basic principle, Governors and senior leaders recognise that we must endeavour to ensure that we create a culture and environment where staff feel comfortable, where it is appropriate, to discuss matters outside of work, which may have implications for the safeguarding of children in the workplace.

The Governors and senior leaders would expect staff to discuss with them any situation where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school.

These discussions can assist Governors and senior leaders in safeguarding their employees' welfare and contribute to their duty of care towards their staff. Where appropriate, it will help managers identify whether arrangements are needed to support these staff. These discussions can also help with the management of children's safety, providing information that will help them consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person known to or living with a member of staff coming into school where a potential risk to children has been identified).

The legislation places separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the Regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

To ensure that those working in our School are not disqualified from working with the relevant pupils, the Governing Body require that, prior to appointment, an individual completes a self-declaration form.

Further information can be found in the school Safer Recruitment Policy and procedures.

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS)

Governors and School leaders are aware of their legal duty to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left) and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults;
- satisfied the harm test¹ in relation to children and/or vulnerable adults; or
- has received a caution or conviction for a relevant offence.

¹ The harm test is explained on the Disclosure and Barring service website on GOV.UK

Referrals will be made as soon as possible when an individual is removed from regulated activity. [How to refer to the DBS](#). The legal duty to refer applies equally in circumstances where an individual is redeployed to another area of work that is not regulated activity, they are suspended, dismissed or when they have resigned.

The advice of the DO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria SCP website [How to refer a child](#) or [Allegations against staff/DO](#).

REFERRAL TO OFSTED / LOCAL CHILD PROTECTION AGENCY

Our Early Years Provision is not registered with Ofsted separately from the school so is not on the Early Years Register and therefore there is no legal requirement for us to notify Ofsted of any serious accidents, injuries or deaths which occur in relation to the childcare we provide.

However, in line with the Statutory Framework for EYFS we will notify our local Child Protection Agency of any serious accidents, injuries or deaths which occur in relation to the childcare we provide to EYFS children.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. We will also ensure that safeguarding requirements are included in any lease or hire agreement as a condition of use and occupation of the premises.

The Governors/Head Teacher will take appropriate action to ensure that the school is not hired out or otherwise let to external agencies that use the premises to deliver messages of, or support for, extremism or radicalisation.

If assurance is not achieved, an application to use premises may be refused. See ***School Lettings Arrangements*** for further information.

SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

We will ensure that our premises are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Spaces, furniture, equipment and toys, must be safe for children to use and premises must be secure. We have, and implement, a Health and Safety Policy and procedures, which include identifying, reporting and dealing with accidents, hazards and faulty equipment.

All reasonable steps are taken to ensure staff, children and others affected by what we do are not exposed to risks and are able to demonstrate how we are managing risks. Risk Assessments inform staff practice and demonstrate how we are managing risks.

We will only release children into the care of individuals who have been notified to us by the parent and will ensure that children do not leave the premises unsupervised. We will take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for

checking the identity of visitors. Visitors are expected to sign in and out via the office visitor's log and to display a visitor badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfES (now DfE) document '[A Legal Toolkit for Schools](#)' and DfE non-statutory guidance '[Controlling access to school premises](#)'.

MONITORING AND REVIEW

Safeguarding including child protection is to be a regular agenda item at full Governors' meetings; Sub-Committee Meetings and staff meetings giving the Designated Safeguarding Lead the opportunity to update on staff/Governor training and any other relevant issues or changes.



Safer Recruitment Flowchart September, 2021

Planning, advertising and shortlisting.

This stage should be dedicated to the planning and structuring of the recruitment process.

Before advertising it must be ensured that 1 member of the panel has received safer recruitment training. Recruitment panels must be alert to potential discrepancies in information and indicators of concern.

Step 1:

Decide on recruitment timeframe-give yourself time to complete all processes thoroughly.

Step 2:

Decide on panel and what their roles will be. At least 1 member must be safer recruitment trained.

Step 3:

Create the job description, person specification and advert ensuring it includes specific information to the role on offer and contains a safeguarding statement.

Step 4:

Give full details of application process and timeline for interview process.

Step 5:

Recruitment panel (at least 2) shortlisted, ensuring references are current and support other details given on the form. Be alert to unexplained gaps in employment.

Step 6:

Invite successful applicants to interview requesting that they bring proof of identity, qualifications and right to work in the UK documentation.

Invitation to interview

Step 7:

Ensure invited candidates have appropriate information about the process.

Step 8:

Make it very clear to candidates that all references and documents will be checked and that they will be required to complete a self-declaration form and have a cleared disclosure and barring certificate before commencement in the post.

Step 9:

Send for 2 references. Check validity if received electronically. They should be from a senior person, do not accept open testimonials.

Step 10:

Make notes of any specific concerns that require addressing through the interview process.

The Interview

Step 11:

Write questions which are specific to the role and allocate to the panel. Ensure there are safeguarding questions.

Step 12:

Make notes throughout the questioning process to compare with the panel.

Step 13:

Allow the candidate to ask questions and an opportunity to discuss/declare anything which may be highlighted through the checking process.

Step 14:

At the end of the interview make statements with regard to the fact that the post will be offered only on receipt of satisfactory references, paperwork and checks. Outline any other essential criteria e.g. positive social media presence, holidays in school holidays only (if applicable) and confidentiality.

After the interview

Step 15:

Assess candidates using the same criteria and decide on a successful candidate.

Step 16:

Inform all candidates of the decision and offer to provide feedback now or at a later time, through email if appropriate.

Step 17:

Ensure all documentation for the successful candidate is provided and make a conditional offer.

Step 18:

Complete identity checks, verify their right to work in the UK and check the barred information list.

Be vigilant with candidates who have lived or worked outside of the UK verifying documentation.

Step 19:

Keep all applications and interview notes in case any aspects of the process are challenged at a later date.

Completing check

Step 20:

Ensure candidates are not prohibited from teaching, and that there are no sanctions or restrictions which remain current –Teaching regulation agency - secure access portal

Step 21:

Complete and submit for record keeping contractual paperwork and record DBS checks, identification checks, references, qualifications, medical enquiry form and emergency contacts.

Step 22:

Add details on to the Single central record.

Carry out staff induction which should involve:

- Safeguarding leaflet (photos of named DSLs) / safeguarding display
- Discuss online safety (teaching and safer use)
- Safeguarding Policy & disclosure flowchart
- Part One of Keeping Children Safe in Education
- Work through Safer Working Practice
- Behaviour Policy
- Whistle Blowing Policy
- Adult Code of Conduct
- Discuss H&S procedures (including knowing where fire doors are)

Note: Annual safeguarding training is conducted – all staff must attend