

**CHILD PROTECTION**

**&**

**SAFEGUARDING POLICY**

**Policy review: September 2021**

**Next Review: September 2022**

Compliance Manager: Policy Management is your cloud-based document management solution enabling schools, academies and MATs to safely store and manage important policies and documents.

**Contents**

**[Updated]** [Statement of intent](#_Statement_of_intent_1)

[Acronyms](#_Acronyms)

1. **[Updated]** [Definitions](#_[Updated]_Definitions)
2. **[Updated]** [Legal framework](#_[Updated]_Legal_framework)
3. **[Updated]** [Roles and responsibilities](#_[Updated]_Roles_and)
4. **[Updated]** [Multi-agency working](#_[Updated]_Multi-agency_working)
5. **[Updated]** [Early help](#_[Updated]_Early_help)
6. **[Updated]** [Abuse and neglect](#_[Updated]_Abuse_and)
7. **[New]** [Domestic abuse](#_[New]_Domestic_abuse)
8. [Homelessness](#_Homelessness_1)
9. [Children missing from education](#_Children_missing_from)
10. **[New]** [Child abduction and community safety incidents](#_[New]_Child_abduction)
11. **[Updated]** [Child criminal exploitation (CCE)](#_[Updated]_Child_criminal)
12. **[New]** [Cyber-crime](#_[New]_Cyber-crime)
13. **[Updated]** [Child sexual exploitation (CSE)](#_[Updated]_Child_sexual)
14. **[New]** [Modern slavery](#_[New]_Modern_slavery)
15. **[Updated]** [FGM](#_[Updated]_FGM)
16. **[Updated]** [Forced marriage](#_[Updated]_Forced_marriage)
17. **[Updated]** [Radicalisation](#_[Updated]_Radicalisation)
18. [Pupils with family members in prison](#_Pupils_with_family_1)
19. [Pupils required to give evidence in court](#_Pupils_required_to)
20. **[Updated]** [Mental health](#_[Updated]_Mental_health)
21. **[Updated]** [Peer-on-peer abuse](#_[Updated]_Peer-on-peer_abuse)
22. **[Updated]** [Serious violence](#_[Updated]_Serious_violence)
23. [Online safety and personal electronic devices](#_Online_safety_and)
24. **[Updated]** [Sexting and the sharing of indecent images](#_Mobile_phone_and)
25. [Context of safeguarding incidents](#_Context_of_safeguarding)
26. **[Updated]** [Pupils potentially at greater risk of harm](#_[Updated]_Pupils_potentially)
27. **[New]** [Use of school premises for non-school activities](#_[New]_Use_of)
28. [Alternative provision](#_Alternative_provision)
29. [Work experience](#_Work_experience)
30. [Homestay exchange visits](#_Homestay_exchange_visits)
31. [Concerns about pupils](#_Concerns_about_a)
32. [Managing referrals](#_Early_help)
33. [Concerns about staff and safeguarding practices](#_Concerns_about_staff)
34. **[Updated]** [Allegations of abuse against staff](#_[Updated]_Allegations_of)
35. [Communication and confidentiality](#_Allegations_of_abuse)
36. **[Updated]** [Safer recruitment](#_[Updated]_Safer_recruitment)
37. **[Updated]** [Single central record (SCR)](#_[Updated]_Single_central)
38. **[Updated]** [Training](#_[Updated]_Training)
39. **[Updated]** [Monitoring and review](#_Monitoring_and_review_1)

**Appendices**

1. [Staff Disqualification Declaration](#AppendixB)
2. [Safeguarding Reporting Process](#AppendixC)

**Statement of intent**

**Fens Primary School** is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

* Ensuring that members of the governing board, the Headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the Designated Safeguarding Lead (DSL), or a deputy DSL.
* Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
* Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
* Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
* Ensuring that the Headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is **Craig Keen**. In the absence of the DSL, child protection matters will be dealt with by one of the deputy DSLs, **Paul Bryson and Samantha Pugh**.

**Introduction**

Fens Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils’ welfare, safety, health and development (both mental and physical) by fostering an honest, open, caring and supportive climate. The pupils’ welfare is of paramount importance.

This policy is consistent with: the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies], the statutory guidance *“Keeping children safe in education: statutory guidance for schools and colleges” (September 2021)* and local Safeguarding Partners (local authority, a clinical commissioning group for an area any part of which falls within the local authority area and the chief officer of police for an area any part of which falls within the local authority area) – (Hartlepool and Stockton-on-Tees Safeguarding Children Partnership (HSSCP): Hartlepool Borough Council/Stockton-on-Tees Borough Council, Cleveland Police, Hartlepool and Stockton-on-Tees Clinical Commissioning Group) strategies and arrangements, which contain procedures and guidance for safeguarding children.

The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police will help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

In complying with *Keeping children safe in education: statutory guidance for schools and colleges” (September 2021*), school policy is consistent with statutory guidance: Working Together to Safeguard Children; departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners; and departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

There are four main elements to our Child Protection Policy:

**Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);

**Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;

**Support** (to pupils and school staff and to children who may have been abused);

**Working with parents** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff (including supply teachers), governors and visitors (including volunteers) to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection procedures by mentioning them in our school prospectus, raising awareness at meetings with parents and publishing the policy on our school website.

**Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school’s arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

**Safeguarding Commitment**

The school adopts an open and accepting attitude towards children as part of its

responsibility for pastoral care. Staff encourage children and parents to feel free to talk

about any concerns and to see school as a safe place when there are difficulties. Children’s

worries and fears will be taken seriously and children are encouraged to seek help from

members staff.

Our school will therefore:

* Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
* Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
* Include in the curriculum activities and opportunities for PSHE/Relationships which equip children with the skills they need to stay safe from abuse (including online – at school and at home), and to know to whom they can turn for help;
* Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
* Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service checks.

To safeguard and protect the welfare of children we aim to:

* protect children from maltreatment;
* prevent impairment of children’s mental and physical health or development;
* ensuring that children grow in circumstances consistent with the provision of safe and effective care; and
* take action to enable all children to have the best outcomes.

**Safeguarding in the Curriculum**

The following areas are among those addressed in PSHE and in the wider curriculum (including Relationships Education-<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>):

Bullying/Cyberbullying

Peer on Peer Abuse/Harms

Drugs

Online Safety (including at home)/E-Safety/Safer Online

Stranger Danger

Fire and Water Safety

Road Safety

Diversity Issues

Extremism and Radicalisation

Serious Violence/Crime

Parents send their children to school each day with the expectation that school provides a secure environment in which their child can flourish. The school therefore has to ensure that this expectation becomes reality. In order to do this, a wide range of measures are put in place, including:

* Pupil Information
* Security
* Premises Management
* Single Central Record
* Child Protection
* Anti-Bullying
* Anti-Peer on Peer Abuse/Harm
* Attendance
* Health and Safety
* First Aid
* Online Safety (E-Safety/Safer Online – including home learning)
* Behaviour Management
* Safer Recruitment and Selection
* Staff Conduct
* Managing Allegations of Abuse
* Curriculum (including Relationships Education)
* Whistle blowing

The purpose of this policy is to document the systems and procedures in place within Fens Primary School to ensure the safeguarding and welfare of children and to ensure that there is a robust mechanism in place to monitor and review the effectiveness of these.

At Fens Primary School we have a core objective to keep children safe by:

* Providing a safe environment for children and young people to learn in education settings.
* Identifying children and young people who are in need, are suffering or likely to suffer significant harm, taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Achieving this objective requires systems designed to:

* Prevent unsuitable people working with children and young people.
* Promote safe practice and challenge poor and unsafe practice.
* Identify instances in which there are grounds for concern about a child’s welfare, and initiate or take appropriate action to keep them safe.
* Contribute to effective partnership working between all those involved with children and young people.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

* Protecting children from maltreatment.
* Preventing impairment of children’s health or development (both mental and physical); ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
* Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Curriculum**

The curriculum plays an important part in ensuring that children know how to keep themselves safe, including online safety. In addition, outside agencies such as police, fire service etc. all visit school and support our curriculum delivery and support safe practice messages (Covid-19: during the current period, we are looking for alternative measures e.g. remote input, if required).

**Acronyms**

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

|  |  |  |
| --- | --- | --- |
| **Acronym** | **Long form** | **Description** |
| CCE | Child criminal exploitation | A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. |
| CSCS | Children’s social care services | The branch of the local authority that deals with children’s social care. |
| CSE | Child sexual exploitation | A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. |
| DBS | Disclosure and barring service | The service that performs the statutory check of criminal records for anyone working or volunteering in a school. |
| DfE | Department for Education | The national government body with responsibility for children’s services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. |
| DPO | Data protection officer | The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act. |
| DSL | Designated safeguarding lead | A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school. |
| EEA | European Economic Area | The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). |
| EHC plan | Education, health and care plan | A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil. |
| ESFA | Education and Skills Funding Agency | An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults. |
| FGM | Female genital mutilation | All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. |
| UK GDPR | UK General Data Protection Regulation | Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent. |
| HBA | ‘Honour-based’ abuse | So-called ‘honour-based’ abuse involves crimes that have been committed to defend the honour of the family and/or community. |
| HMCTS | HM Courts and Tribunals Service | HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice. |
| IICSA | Independent Inquiry into Child Sexual Abuse | The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours. |
| KCSIE | Keeping children safe in education | Statutory guidance setting out schools and colleges’ duties to safeguard and promote the welfare of children. |
| LA | Local authority | A local government agency responsible for the provision of a range of services in a specified local area, including education. |
| LAC | Looked-after children | Children who have been placed in local authority care or where children’s services have looked after children for more than a period of 24 hours. |
| LGBTQ+ | Lesbian, gay, bisexual, transgender and queer plus | Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities. |
| NPCC | The National Police Chiefs’ Council | The National Police Chiefs’ Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers. |
| PLAC | Previously looked-after children | Children who were previously in local authority care or were looked after by children’s services for more than a period of 24 hours. PLAC are also known as care leavers. |
| PSHE | Personal, social and health education | A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships. |
| PHE | Public Health England | An executive agency of the Department of Health and Social Care which aims to protect and improve the nation’s health and wellbeing. |
| RSHE | Relationships, sex and health education | A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships. |
| SCR | Single central record | A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity. |
| SENCO | Special educational needs coordinator | A statutory role within all schools maintaining oversight and coordinating the implementation of the school’s special educational needs policy and provision of education to pupils with special educational needs. |
| SLT | Senior leadership team | Staff members who have been delegated leadership responsibilities in a school. |
| TRA | Teaching Regulation Agency | An executive agency of the DfE with responsibility for the regulation of the teaching profession. |
| VSH | Virtual school head | Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker. |

# Definitions

The terms **“children”** and **“child”** refer to anyone under the age of 18.

For the purposes of this policy, **“safeguarding and protecting the welfare of children”** is defined as:

* Protecting pupils from maltreatment.
* Preventing the impairment of pupils’ mental and physical health or development.
* Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, **“consent”** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:

* **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
* **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
* **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
* **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

* Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
* Sexual “jokes” and taunting.
* Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
* Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  + The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  + Sharing unwanted explicit content.
  + Upskirting.
  + Sexualised online bullying.
  + Unwanted sexual comments and messages, including on social media.
  + Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

* Nude or semi-nude sexual posing
* A child touching themselves in a sexual way
* Any sexual activity involving a child
* Someone hurting a child sexually
* Sexual activity that involves animals

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

**Legislation**

* Children Act 1989
* Children Act 2004
* Safeguarding Vulnerable Groups Act 2006
* The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
* Sexual Offences Act 2003
* Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
* Equality Act 2010
* Counter-Terrorism and Security Act 2015
* The UK General Data Protection Regulation (UK GDPR)
* Data Protection Act 2018
* Voyeurism (Offences) Act 2019
* Domestic Abuse Act 2021

**Statutory guidance**

* HM Government (2020) ‘Multi-agency statutory guidance on female genital mutilation’
* HM Government (2013) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
* HM Government (2021) ‘Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism’
* DfE (2021) ‘Keeping children safe in education 2021’
* DfE (2018) ‘Working Together to Safeguard Children’
* DfE (2015) ‘The Prevent duty’
* DfE (2018) ‘Disqualification under the Childcare Act 2006’

**Non-statutory guidance**

* DfE (2015) ‘What to do if you’re worried a child is being abused’
* DfE (2018) ‘Information sharing’
* DfE (2017) ‘Child sexual exploitation’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2021) ‘Recruit teachers from overseas’
* DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’

This policy operates in conjunction with the following school policies:

* Preventing Extremism and Radicalisation Policy
* Anti-Bullying Policy
* Computing Online Safety Policy
* Whistleblowing Policy
* Managing Allegations Against Staff Policy
* Safer Recruitment Policy
* Staff Code of Conduct
* Behavioural Policy

**Other Relevant Policies**

The Governing Body’s statutory responsibility for safeguarding the welfare of children goes

beyond simply child protection. The duty is to ensure that safeguarding permeates all activities

and functions. This policy therefore complements and supports a range of other policies and

procedures/protocols.

For instance:

* Behaviour
* Racist Incidents
* Anti-Bullying/Peer on Peer Abuse/Harm (including Cyberbullying)
* Physical Interventions/Restraint (DfE guidance “Use of Reasonable

Force” and “Screening, Searching and Confiscation”)

* Special Educational Needs and Disability (SEND)
* Educational Visits
* Work experience and extended work placements
* First aid and the administration of medication
* Health and Safety
* Sex and Relationships Education
* Site Security
* Equal Opportunities/Race Relations
* Toileting/Intimate care
* Online Safety (E-safety/Safer online)
* Extended school activities

The above list is not exhaustive, but, when undertaking development or planning of any kind, the school needs to consider the implications for safeguarding and promoting the welfare of children.

# Roles and responsibilities

All staff have a responsibility to:

* Consider, at all times, what is in the best interests of the pupil.
* Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
* Provide a safe environment in which pupils can learn.
* Be prepared to identify pupils who may benefit from early help.
* Be aware of the school’s systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
* Be aware of the role and identity of the DSL and deputy DSLs.
* Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
* Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
* Be aware of the local early help process and understand their role in it.
* Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
* Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
* Support social workers in making decisions about individual children, in collaboration with the DSL.
* Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
* Maintain appropriate levels of confidentiality when dealing with individual cases.
* Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
* Speak to the DSL if they are unsure about how to handle safeguarding matters.
* Be aware of safeguarding issues that can put pupils at risk of harm.
* Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.

Teachers, including the Headteacher, have a responsibility to:

* Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘Teachers’ Standards’.

The governing board has a duty to:

* Take strategic leadership responsibility for the school’s safeguarding arrangements.
* Ensure that the school complies with its duties under the above child protection and safeguarding legislation. The policies are made available publicly.
* Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
* Guarantee that the school contributes to multi-agency working in line with the statutory guidance ‘[Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)’.
* Confirm that the school’s safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
* There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead and Deputies, and provide information and reports to the Governing Body.
* The school contributes to inter-agency working in line with statutory guidance ‘Working together to safeguard children’ (July 2018 – updated December 2020) including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority Safeguarding Partners (Hartlepool and Stockton-on-Tees Safeguarding Children Partnership (HSSCP)).
* Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school’s policies and procedures.
* Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
* Ensure that all staff read Part 1 and Annex A of KCSIE.
* Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
* Ensure a senior leader takes leadership responsibility for safeguarding arrangements.
* Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder’s job description and that there is always cover for this role, should this lead be off site or absent.
* The Designated Safeguarding Leads undertake Local Authority training and this is refreshed every two years.
* Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
* Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
* Where there is a safeguarding concern, ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide.
* Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
* Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
* Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another governor.
* The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in line with DFE and Local Authority advice and guidance.
* Guarantee that there are effective and appropriate policies and procedures in place.
* Ensure all relevant persons are aware of the school’s local safeguarding arrangements, including the governing board itself, the SLT and DSL.
* Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
* Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
* Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” and handbook for staff (including supply) and volunteers.
* Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
* Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
* Guarantee that volunteers are appropriately supervised.
* Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
* The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers.
* Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
* The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated, and new staff and volunteers, who work with children, are made aware of the school’s arrangements for child protection and their responsibilities. The HM Government document ‘What to do if you’re worried a child is being abused-Advice for practitioners’ (March 2015) is used as part of this induction. Induction training, includes the school’s behaviour policy and the school’s procedures for managing children who are missing from education, as well as the staff code of conduct/handbook, and the child protection policy.
* Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
* Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
* Guarantee that there are procedures in place to handle pupils’ allegations against other pupils.
* Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
* Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
* Guarantee that there are systems in place for pupils to express their views and give feedback.
* Establish an early help procedure and ensure all staff understand the procedure and their role in it.
* Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
* Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
* Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
* Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil’s legal status, contact details and care arrangements.
* Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
* Ensure that all members of the governing board have been subject to an enhanced DBS check.
* Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
* Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.

The Headteacher has a duty to:

* Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
* Provide staff with the appropriate policies and information upon induction.
* Sufficient resources and time are allocated to enable the Safeguarding Leads and other staff to discharge their responsibilities, including taking part in strategy meetings and other multi-agency meetings, and contributing to the assessment of children;
* Actions resulting from allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person follow DFE and Local Authority guidelines and procedures;
* All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
* All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to The Children’s Hub (01429 284284) (08702402994 out of hours) or the Police.

The DSL duty:

The responsibilities of the Designated Safeguarding Lead and Deputies are found in Annex B of ‘Keeping children safe in education’ September 2021. The role of the designated safeguarding lead and Deputies carries a significant level of responsibility and they are given the time, funding, training, resources and support they need to carry out the role effectively.

The broad areas of responsibility for the designated safeguarding leads are:

* Take lead responsibility for safeguarding and child protection, including online safety.
* Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
* Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
* Contribute to the assessment of children, and/or support other staff to do so.
* During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, video call, or other media is an acceptable substitution for in-person availability.
* Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
* Refer cases:
  + To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
  + To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  + To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  + To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
* Act as a source of support, advice and expertise for all staff.
* Act as a point of contact with the safeguarding partners.
* Liaise with the Headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
* Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
* Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
* Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
* Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
* Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
* Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
* Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  + Ensuring that the school knows which pupils have or had a social worker.
  + Understanding the academic progress and attainment of these pupils.
  + Maintaining a culture of high aspirations for these pupils.
  + Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  + Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
* Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
* Ensure that a pupil’s child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
* Ensure each member of staff has access to and understands the school’s Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
* Work with the governing board to ensure the school’s Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
* Ensure the school’s Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
* Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
* Undergo training, and update this training at least every two years.
* Obtain access to resources and attend any relevant or refresher training courses.
* Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
* Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
* Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
* Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their 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. Ensure that the school or knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;

and, support teaching staff to provide additional academic support or reasonable

adjustments to help children who have or have had a social worker reach

their potential, recognising that even when statutory social care intervention

has ended, there is still a lasting impact on children’s educational

outcomes.

# Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

**Information sharing**

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils’ needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

**Record keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

**Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

* 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;
* not sharing information;
* sharing information too slowly; and
* a lack of challenge to those who appear not to be taking action.

**What school staff should do if they have concerns about a child**

If staff have any concerns about a child’s welfare, they should act on them immediately. If staff have a concern, they should follow school policy and speak to the designated safeguarding lead (or a deputy).

Options will then include:

• managing any support for the child internally via the school’s own pastoral support processes;

• an early help assessment; or

• a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (found with this policy) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

# Early help

Early help means providing support as soon as a problem emerges, at any point in a child’s life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

* Are disabled, have certain health conditions, or have specific additional needs.
* Have SEND, regardless of whether they have a statutory EHC plan.
* Have mental health needs.
* Are young carers.
* Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
* Are frequently missing or going missing from care or from home.
* Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
* Are at risk of being radicalised or exploited.
* Have family members in prison, or are affected by parental offending.
* Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
* Misuse drugs or alcohol.
* Have returned home to their family from care.
* Are at risk of HBA, such as FGM or forced marriage.
* Are privately fostered.
* Are persistently absent from education, including persistent absences for part of the school day.
* Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil’s situation is not improving or is worsening.

# Abuse and neglect

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child 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, but it may also occur alone.

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will 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; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

# Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **“domestic abuse”** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. **“Abusive behaviour”** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **“Personally connected”** includes people who:

* Are, have been, or have agreed to be married to each other.
* Are, have been, or have agreed to be in a civil partnership with each other.
* Are, or have been, in an intimate personal relationship with each other.
* Each have, or had, a parental relationship towards the same child.
* Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

**Help and support for domestic abuse**

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs.

**Help and support for domestic abuse**

National Domestic Abuse Helpline

Refuge runs the National Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

# Homelessness

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

* Household debt.
* Rent arrears.
* Domestic abuse.
* Anti-social behaviour.
* Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

# Children missing from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days (usually on the first day) of when a pupil’s name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

* The full name of the parent with whom the pupil will live
* The new address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

* The name of the new school
* The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils’ data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

* Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
* Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
* Have been certified by the school’s medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
* Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
* Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil’s whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

* The full name of the pupil
* The full name and address of any parent with whom the pupil lives
* At least one telephone number of the parent with whom the pupil lives
* The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
* The name of the pupil’s new school and the pupil’s expected start date there, if applicable
* The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

**Attendance**

Attendance is scrutinised closely on a daily basis. Children who are absent are identified from the registers and first day response telephone calls are made to parents to establish the reason for absence (school holds more than one emergency contact number for each child). The Family Support Officer liaises with parents of children whose attendance is highlighted as an issue with involvement from the Local Authority attendance service and other agencies where appropriate. Statistics and trends in pupil absence are also monitored and these are reported to governors. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

# Child abduction and community safety incidents

For the purposes of this policy, **“child abduction”** is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

# Child criminal exploitation (CCE)

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence and sexual harassment;

• upskirting

• sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals.

All staff are clear as to the school’s policy and procedures with regards to peer on peer abuse/harm.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of the school environment. All staff, but especially the designated safeguarding lead (and deputies) consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) child sexual exploitation (CSE), child criminal exploitation (CCE), and serious youth violence.

For the purposes of this policy, **“child criminal exploitation”** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

* In exchange for something the victim needs or wants
* For the financial advantage or other advantage of the perpetrator or facilitator
* Through violence or the threat of violence

Specific forms of CCE can include:

* Being forced or manipulated into transporting drugs or money through county lines.
* Working in cannabis factories.
* Shoplifting or pickpocketing.
* Committing vehicle crime.
* Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

* Appearing with unexplained gifts, money or new possessions.
* Associating with other children involved in exploitation.
* Suffering from changes in emotional wellbeing.
* Misusing drugs or alcohol.
* Going missing for periods of time or regularly coming home late.
* Regularly missing school or education or not taking part.

**County lines**

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

* Going missing and subsequently being found in areas away from their home.
* Having been the victim or perpetrator of serious violence, e.g. knife crime.
* Receiving requests for drugs via a phone line.
* Moving drugs.
* Handing over and collecting money for drugs.
* Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
* Being found in accommodation they have no connection with or a hotel room where there is drug activity.
* Owing a ‘debt bond’ to their exploiters.
* Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

# Cyber-crime

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

* Unauthorised access to computers, known as ‘hacking’.
* Denial of Service attacks, known as ‘booting’.
* Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

# Child sexual exploitation (CSE)

For the purposes of this policy, **“child sexual exploitation”** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

* In exchange for something the victim needs or wants
* For the financial advantage, increased status or other advantage of the perpetrator or facilitator
* Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

* Appearing with unexplained gifts, money or new possessions.
* Associating with other children involved in exploitation.
* Suffering from changes in emotional wellbeing.
* Misusing drugs or alcohol.
* Going missing for periods of time or regularly coming home late.
* Regularly missing school or education or not taking part.
* Having older boyfriends or girlfriends.
* Suffering from sexually transmitted infections.
* Displaying sexual behaviours beyond expected sexual development.

All concerns related to CSE will be managed in line with the school’s Child Sexual Exploitation (CSE) procedures.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

# Modern slavery

For the purposes of this policy, **“modern slavery”** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

# FGM

**Female Genital Mutilation mandatory reporting duty for teachers**

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

For the purposes of this policy, **“FGM”** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

* The socio-economic position of the family and their level of integration into UK society.
* The pupil coming from a community known to adopt FGM.
* Any girl with a mother or sister who has been subjected to FGM.
* Any girl withdrawn from PSHE/Relationships Education.

Indicators that FGM may take place soon include:

* When a female family elder is visiting from a country of origin.
* A girl confiding that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’.
* A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
* A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

* Having difficulty walking, sitting or standing.
* Spending longer than normal in the bathroom or toilet.
* Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
* Having prolonged or repeated absences from school, followed by withdrawal or depression.
* Being reluctant to undergo normal medical examinations.
* Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **“‘honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

# Forced marriage

For the purposes of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

* Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
* Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
* Displaying a sudden decline in their educational performance, aspirations or motivation.
* Regularly being absent from school.
* Displaying a decline in punctuality.
* An obvious family history of older siblings leaving education early and marrying early.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

# Radicalisation

For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **“radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **“terrorism”** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

**The Prevent duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as **“the Prevent duty”**. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

# Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘[Are you a young person with a family member in prison?](https://www.nicco.org.uk/directory-of-resources)’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

# Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet ‘[Going to Court](https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds)’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

# Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils’ experiences can impact on their mental health, behaviour, and education. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

# Peer-on-peer abuse

All cases of alleged bullying (and other examples peer on peer abuse/harm) are taken seriously by the school and are acted upon accordingly. The Anti-Bullying Policy clearly documents the procedures in place for handling allegations of bullying/abuse and these are reviewed by Governors.

For the purposes of this policy, **“peer-on-peer abuse”** is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy’s [statement of intent](#_Statement_of_intent_1).

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways, including:

* Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
* Abuse in intimate personal relationships between peers.
* Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
* Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
* Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
* Causing someone to engage in sexual activity without consent.
* The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
* Upskirting.
* Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Staff will follow the school’s procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-Peer Abuse Policy as outlined in the school’s Anti-Bullying Policy, and this Child Protection & Safeguarding Policy.

**Peer on Peer Abuse/Harm**

Peer-on-peer abuse includes bullying (including cyberbullying), physical abuse (which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), sexual violence and sexual harassment (Part five of Keeping children safe in education (September 2021) sets out how school should respond to reports of sexual violence and sexual harassment), upskirting, sexting, and initiation/hazing type violence and rituals. Our behaviour policy states how the school deals with these particular issues, how the risk of peer-on-peer abuse is going to be minimised, how these incidents are recorded, investigated and dealt with, and how the victims, and perpetrators, are to be supported. This abuse should always be treated seriously, and never just as banter or part of growing up. Staff need to understand what’s meant by peer-on-peer abuse, and how the school is dealing with it.

**Sexual Violence and Sexual Harassment**

The ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance, which was published by the government in December 2017, has now been republished with a July 2021 date. A summary of the document has now been included in Keeping Children Safe in Education (2021) as Part 5, which gives it statutory status. As a school we make sure that all their systems and policies, procedures, and training includes sexual violence and sexual harassment.

**Actions to be taken**

As a staff we have agreed on the following lines of action for suspected/alleged acts of bullying (peer on peer abuse/harm) of varying levels of severity. We will show every child involved that we care about our pupils, that unacceptable acts will not be tolerated and that our responses are corrective. The affected child’s well-being is of paramount importance.

In less serious cases, the classroom teacher may feel it important to deal with an incident themselves. In more serious cases, the Headteacher and/or the Deputy/Assistant Headteacher will commit themselves to interviewing those involved and establishing punishments and counselling. All relevant members of staff will be informed of incidents and reminded of the need to be vigilant around the school. Records of incidents will be logged on CPOMs.

Immediate Response:

•Take the incident or report seriously.

•Take action as quickly as possible but remain calm.

•Reassure the victim-do not allow them to feel inadequate, foolish or frightened, or indeed

responsible.

•Offer concrete help, advice or support to the victim(s).

•Make it clear to the instigator that you disapprove of their negative behaviour. Do not bully

the bully(s)/instigator(s).

Further Action

Effective action will take time. Discussions are part of the healing process. Time must be given to discuss:

•the behaviour of the instigator(s)

•the sequence of events with the injured party

•the role of the bystanders and the appropriateness of the actions

Once a negative situation has been detected, the Headteacher, Deputy Headteacher or the Assistant Headteacher will be involved as follows:

•The affected child/children will be interviewed individually and information recorded.

•The instigator will be interviewed individually and records of the interviews taken.

•If more than one instigator is involved, the group will be called together as a whole. Each

individual will need to acknowledge full responsibility for their behaviour. There is no excuse

for peer on peer abuse and responses suggesting this are unacceptable. Each group member

is to be made aware of the explanations of the others so that there is less opportunity for

deceit.

•Parents of the instigator(s) will be informed of events and actions that are to take place.

•Agree on a direct punishment for the instigator(s), one that is appropriate to the incident e.g.

loss of a privilege, close supervision at break times, which may eventually lead to

suspension.

Whatever punishment is administered, it is essential to explain why that punishment was chosen and given.

•Counsel the affected child/children but do not be over-protective. Teach the affected child/children to be more socially skilled and assertive.

•Counsel the instigator(s). Aim to place them in a caring responsible role. It may be possible

to involve them in peer tutoring, or to foster some sort of relationship with younger children in

school. Teach the instigator(s) to control their aggression and encourage empathy.

•Records from interviews will be logged. The situation will be monitored for an appropriate period of time and both the affected child and the instigator(s) should feel they can talk to a preferred member of staff about their feelings and problems etc.

Peers will be informed about serious incidents. Abuse is not a secretive act. Peer pressure is often a most powerful corrective influence. Once dealt with, the incident will not ‘live on’, and the instigator(s) is/are to be given support and the approval of others.

If the above strategy of allowing the instigator(s) the opportunity to stop their actions is not effective within a short time scale then the parents of the instigator(s) will be invited into school to discuss the situation with the Headteacher or a member of the Senior Leadership Team. Strategies and punishments will be reviewed. Parents, whilst hoping their children are never abused by their peers at school, equally hope that their children are never instigators of such behaviour, and are therefore very supportive of any actions taken by the school.

**Strategies for the Anti-Bullying (Anti-Peer on Peer Abuse/Harm) Atmosphere**

The pupils themselves have become more confident with the active role played by staff in the event of an incident. However, our ultimate aim is to provide children with the skills necessary to help them deal with aggressive emotions, to develop confidence and to teach them cooperative social skills and thus diffuse incidents in the future.

The issue of peer on peer abuse/harm must be a regular part of the curriculum, rather than a ‘topic’ to be addressed once or twice in the child’s primary education. The children need to be shown that staff will discuss and help with developing relationships. To this end they need to be taught and encouraged to develop a vocabulary, which will help them discuss the problems which they face.

Curriculum opportunities, evidenced in planning, should regularly arise which allow and encourage children to express their feelings, share their fears and resolve conflict. Some may choose to timetable it as part of the themes for Religious Education, stories or poems. It may be that television programmes could provide realistic opportunities for discussion. Drama activities might provide a non-threatening forum for exploration of these themes. Science health units can also provide activities and discussion points. A carefully planned curriculum (including Relationships Education) will ensure plenty of important stimuli, which will help children to deal with what is a very real and often overwhelming problem.

Teachers play a major role in the prevention of peer on peer abuse/harm. As a school we recognise the importance of personal, social, spiritual, cultural and moral education. We provide children with an active and interesting curriculum, which teaches children important skills and values. As a staff we aim to demonstrate cooperative and caring behaviour. Our discipline in the school encourages children to take responsibility for their own actions.

Our long-term aim is to develop independent, confident and happy children who value one another and respect each other’s individuality. Within this context lie our action plans for dealing with incidents of peer on peer abuse/harm with children. Our children are taught a vocabulary which enables them to communicate incidents. They are confident that they will be taken seriously and will see staff acting promptly and effectively. A partnership between home and school, and our commitment and willingness to learn from incidents of abuse, enables us to continuously re-assess our policy and so provide children with a caring, nurturing environment.

**Effective Behaviour Management**

Children are expected to behave appropriately both inside and outside of school. However, school recognises that knowing how to behave in this way is part of the learning process and as such has a comprehensive Behaviour Policy in place which documents the procedures for managing behaviour positively.

# Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

* Increased absence from school.
* A change in friendships.
* Relationships with older individuals or groups.
* A significant decline in academic performance.
* Signs of self-harm.
* A significant change in wellbeing.
* Signs of assault.
* Unexplained injuries.
* Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil’s vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

* Being male.
* Having been frequently absent from school.
* Having been permanently excluded from school.
* Having experienced child maltreatment.
* Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

# Online safety and personal electronic devices

All staff accessing the school computer network are required to read and sign the Acceptable Use Policy which details the conditions with which access is granted. Information about audits and violations of use are also featured. Any member of staff who is found to have abused the computing network will have access rescinded and will face disciplinary action.

Staff and Governors complete an annual test on the ‘National Online Safety’ website (relevant to school role).

Pupils and their parents are made aware of safer internet use and they understand and agree with school’s role in ensuring their child is safe when using school communications equipment.

Staff sign and adhere to the school ‘Code of Conduct’ which details staff/pupil relationships prohibiting communication via social media.

Pupils do not use their own mobile phones in school, thus having the ability to access their own data. If a child comes to school with a phone (for emergency purposes only), it is turned off and handed into the class teacher, to then be collected by the child, or an adult responsible for the child, when they leave the premises.

**Education at Home**

Where children are being asked to learn online at home the Department for Education has provided advice to support schools and colleges do so safely:

safeguarding-and-remote-education

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

* actions for early years and childcare providers during the COVID-19 outbreak [https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcareclosures](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures)
* actions for schools during the COVID-19 outbreak [https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)
* protective measures for holiday and after-school clubs, and other out-of-school settings during the COVID-19 pandemic [https://www.gov.uk/government/publications/protective-measures-forholiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronaviruscovid-19-outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak)
* guidance for special schools and other specialist settings: COVID-19 [https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-andother-specialist-settings](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings)
* contingency framework: education and childcare settings

[https://www.gov.uk/government/publications/coronavirus-covid-19-local-](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings) [restrictions-ineducation-and-childcare-settings/contingency-framework-education-and-childcare-settings](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings)

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

* Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
* The procedure to follow when they have a concern regarding a pupil’s online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school’s Data and Cyber-security Breach Prevention and Management Plan. The school will, however, ensure that the use of filtering and monitoring systems does not cause “over blocking”, which may lead to unreasonable restrictions as to what pupils can be taught online.

Further information regarding the school’s approach to online safety can be found in the Online Safety Policy.

**Reviewing online safety**

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

**Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school’s Data Protection prodedures. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Headteacherwill liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils’ social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils’ or other staff members’ use of personal electronic devices to the DSL, following the appropriate procedures.

**Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **“Operating equipment”** includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

# Sexting and the sharing of indecent images

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

* Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
* Tell the DSL immediately if they accidentally view an indecent image and seek support.
* Explain to the pupil that the incident will need to be reported.
* Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
* Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

* **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
* **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:

* The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts, e.g. the contents of the imagery, from the pupil(s) involved.
* Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the pupil or their parent in making a report.
* Unavoidable because the pupil has presented the image directly to a staff member or the image has been found on a school device or your school’s network.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

* Never copy, print, share, store or save them as this is illegal – if this has already happened, contact the local police for advice and to explain the circumstances.
* Discuss the decision with the Headteacher or a member of the SLT.
* Make sure viewing is undertaken by the DSL (or equivalent) or another member of the safeguarding team with delegated authority from the Headteacher or a member of the SLT.
* Make sure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the SLT. This staff member does not need to view the images.
* Wherever possible, make sure viewing takes place on the school premises, ideally in the Headteacher’s office or a member of the SLT’s office.
* Make sure, wherever possible, that they are viewed by a staff member of the same sex as the pupil in the images.
* Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions.

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with the school’s Peer-on-Peer Abuse procedures. Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSCS. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

# Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSL(s), will always consider the context of safeguarding incidents. Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

# Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

**Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil’s safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

**Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

**LAC and PLAC**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

* Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
* Contact arrangements with parents or those with parental responsibility.
* Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils’ social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school’s LAC Policy.

**Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

* Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil’s disability without further exploration; however, it should never be assumed that a pupil’s indicators relate only to their disability
* Pupils with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
* Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school’s SENCO, as well as the pupil’s parents where appropriate, to ensure that the pupil’s needs are met effectively.

# Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

**Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

# Alternative provision

The school will remain responsible for a pupil’s welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

# Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

# Homestay exchange visits

N/A

# Concerns about pupils

If a member of staff has any concern about a pupil’s welfare, they will act on them immediately by speaking to the DSL or deputy DSL(s). All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [communication and confidentiality](#_Communication_and_confidentiality) section of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL(s) with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil’s situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely on CPOMs.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil’s wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

**Statutory assessments**

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.** Referrals should follow the local authority’s referral process.

**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. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. The safeguarding lead and deputies must take into account the learning from the: Help, protection, education: concluding the Children in Need review (June 2019)

**Children potentially at greater risk of harm**

Children who need a social worker (Child in Need and Child Protection Plans)

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. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

**Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The online tool [Report child abuse to local council](https://www.gov.uk/report-child-abuse-to-local-council) directs to the relevant local children’s social care contact number.

**What will the local authority do?**

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

* the child requires immediate protection and urgent action is required;
* whether the child is in need, and should be assessed under section 17;
* there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
* any services are required by the child and family and what type of services; and
* further specialist assessments are required in order to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff will do everything they can to support that assessment (supported by the designated safeguarding lead (or a deputy) as required)

# Managing referrals

The reporting and referral process outlined in [Appendix B](#AppendixC) will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA’s arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

**Records, Monitoring and Transfer**

Accurate records are essential to good child protection practice. All staff are clear about the

need to record and report concerns about a child or children within the school. The Designated

Safeguarding Lead and Deputy Lead are responsible for such records and for deciding at what

point these records should be passed over to other agencies.

CPOMS

CPOMS stands for Child Protection Online Monitoring System and is used by school for monitoring child protection, safeguarding and pastoral and welfare issues. CPOMS provides our safeguarding team with a system to help with the management of child protection, behavioral issues, bullying, special educational needs and domestic issues. Every member of staff across school has an obligation to report any concerns which they may have. CPOMS allows this information to be recorded in a central repository and have relevant people alerted immediately. Designated Safeguarding Leads (and relevant staff e.g. SENDCO) are able to build a chronology around a pupil and can produce reports for Case Conference Meetings, Governors and other professionals very easily.

All concerns logged on CPOMs should be factual and not include the opinions of the recording member of staff. A child’s child protection record on CPOMs can be printed out or passed on to a receiving school electronically (should the receiving school also use CPOMs). As a record of all safeguarding concerns, this record should be passed on in its entirety, to the next educational setting.

The Designated Leads can see all referrals and subsequent actions.

There is a clear system in school for staff to register ‘Notes of Concerns’ through the CPOMS system. Guidance on what may trigger a ‘Note of Concern’ is shared at safeguarding training and relevant updates. Concerns may include things such as: persistent tiredness; student frequently asks to go to the toilet, begins to show inappropriate behaviour, displays weight loss, becomes withdrawn, is persistently angry, is inexplicably agitated or aggressive, is tearful for no apparent reasons, starts hurting other pupils, steals food, appears unkempt, etc.

If staff do have any concern that are not explicit safeguarding / child protection issues, they should add this concern to CPOMS, which is then directed to the safeguarding team and relevant staff. Staff may also log such things as behaviour incidents, SEND or Vulnerable Pupils information or conversations with parents on CPOMS if they feel that they are relevant to the Designated Safeguarding Leads.

Staff should remember that information on CPOMS is both sensitive and confidential. They must not discuss this confidential information with other staff members or leave the site open in view at school or public places. Any queries should be directed to the Designated Safeguarding Leads. It is possible to upload scanned versions of paper documents to a child’s CPOMs record.

Hard Copies

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or

staff records. Normal records sometimes have markers to show that there is sensitive material

stored elsewhere. This is to protect individuals from accidental access to sensitive material

by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the

Designated Safeguarding Lead Deputy Lead and the Headteacher.

Updates

Child protection records are reviewed regularly to check whether any action or updating is

needed.

This includes monitoring patterns of complaints or concerns about any individuals and

ensuring these are acted upon.

When children transfer school, their safeguarding records are also transferred. Safeguarding

records will be transferred separately from other records and best practice is to transfer these

directly to a Designated Safeguarding Lead in the receiving school, with any necessary

discussion or explanation and to obtain a signed and dated record of the transfer (see also

previous information regarding electronic CPOMS transfers). In the event of a child moving

out of area and a physical handover not being possible then the most secure method should

be found to send the confidential records to a named Designated Safeguarding Lead and a

photocopy kept. Files requested by other agencies (e.g. Police) should be copied.

**Emergency Contacts for Children**

School has at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

# Concerns about staff and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headteacher. If the concern is with regards to the Headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

The school, following DFE guidance and advice, has adopted, and staff are aware of, the Local Authority whistle blowing procedure should they wish to report an incident involving safeguarding of children but they feel they cannot report it via the usual means within school. The policy is displayed in public areas of the school.

**Staff Conduct**

The school expects staff to act as positive role models for the children attending the school and therefore expects utmost professional conduct at all times. Staff who act unprofessionally or inappropriately are subject to disciplinary investigation.

# Allegations of abuse against staff

The school has adopted and adheres to local Safeguarding Partner (Hartlepool and Stockton-on-Tees Safeguarding Children Partnership (HSSCP)) and DFE guidance, procedures and arrangements for managing allegations against people who work with children or those who are in a position of trust.

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school’s Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”, as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

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

# Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim’s consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim’s wishes against their duty to protect the victim and others. Where a referral is made against the victim’s wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim’s parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator’s parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil’s new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Pupil information is recorded on the school SIMS system. Access is restricted to key personnel to ensure information is centrally updated and secure. Staff that have access to this sensitive data lock their screens when they are away from their desks to prevent unauthorised access. Computers are logged off at the end of each day.

# Safer recruitment

**Safe Recruitment and Selection**

The school adheres to the requirements detailed in ‘Keeping Children Safe in Education’ (September 2021), ‘Safeguarding Children and Safer Recruitment in Education 2012’ and local Safeguarding Partner policy and guidance.

The school’s full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:

* Are responsible on a daily basis for the care or supervision of children.
* Regularly work in the school at times when children are on the premises.
* Regularly come into contact with children under 18 years of age.

The DfE’s [DBS Workforce Guides](https://www.gov.uk/government/publications/dbs-workforce-guidance) will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for al prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

**Recruitment and Selection of Staff**

The school’s safer recruitment processes are based on the Statutory Guidance: ‘Keeping

children safe in education’ (September 2021). The school will provide all relevant information

in references for a member of staff about whom there have been concerns about child

protection / inappropriate conduct. Cases in which an allegation has been proven to be

unsubstantiated, false or malicious will not be included in employer references. A history of

repeated concerns or allegations which have all been found to be unsubstantiated, malicious

etc. will also not be included in a reference.

The school has an open safeguarding ethos regularly addressing safeguarding responsibilities

during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers

receive a safeguarding induction and are briefed on the code of conduct for adults working

with children. The HM Government documents ‘Keeping children safe in education

(September 2021) Part 1’ and ‘Annex A’, as well as ‘What to do if you’re worried a child is

being abused-Advice for practitioners’ (March 2015) are given to all staff and are the basis for

the safeguarding induction.

On every interview panel for school staff at least two staff members will have undertaken safer

recruitment training.

**Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

* Have certain orders or other restrictions placed upon them.
* Have committed certain offences.

All staff members are required to sign the [declaration form](#Staffdisqual1) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

**Ongoing suitability**

Following appointment, consideration will be given to staff and volunteers’ ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

**Referral to the DBS**

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

# Single central record (SCR)

The school keeps, operates and maintains an SCR in line with DfE guidance ‘KCSIE 2021’ which records on one database the details of all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work and volunteer at the school.

The following information is recorded on the SCR:

* An identity check (Name, address, date of birth)
* DBS disclosure number
* Date of DBS check
* Review date of DBS check
* A barred list check
* Full enhanced DBS check (with barred list check)
* An enhanced DBS check
* A prohibition from teaching check
* Child care disqualification regulations (2009)
* A check of professional qualifications, where required
* A check to determine the individual’s right to work in the UK (if applicable)
* Additional checks for those who have lived or worked outside of the UK, this would include recording checks for European Economic Area teacher sanctions and restrictions
* For supply staff, the school must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

For regular visitors accessing the school site, evidence of identity is checked as well as checks made with their relevant organisations that they meet safer recruitment practices. Written evidence (confirmation) is kept in the visitors file.

In line with ‘Keeping children safe in education’ (September 2021), the school will complete a risk assessment for volunteers to decide whether they need to do an enhanced DBS check or not.

Even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then we are not legally permitted to request barred list information. The school will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so we will consider:

• the nature of the work with children;

• what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;

• whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability.

In addition to the above: whether the role is eligible for an enhance DBS check.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

**School Visitors**

Any visitors accessing the school site will be required to show evidence of their identity. Regular visitors to the school will already be recorded on the Single Central Record. Ad hoc visitors who do not regularly access the school will be accompanied by a member of staff at all times.

All visitors will be required to sign in and receive a visitor’s badge/lanyard at reception and then sign out accordingly. This process is overseen by the school administrators (Green badge/lanyard = All checks completed. Supervision not required. Amber badge/lanyard = Visitors attending a meeting and will not be moving around school. Such visitors with be escorted by a member of staff to and from their meeting. Red badge/lanyard = Visitors need to be supervised at all times within school.

Anyone who cannot fulfil the above criteria will not be allowed onto the site.

School staff are required to challenge any adult that they see in school who are not authorised and a member of the leadership team will be called upon to deal with the situation.

**Building design and management (including site security)**

Access to the school is restricted via a staff only electronic fob system. Therefore, only authorised personnel can access the school environment. The fob system allows entry/exit into/from the school building via the main front entrance and the Key Stage 2 staff carpark, as well as allowing entry to the main staff carpark via the barrier system on Mowbray Road. All staff wear their photograph ID at all times when on the school site. There is a perimeter fence around the school, which not only ensures that children cannot freely egress from the school site but also that unauthorised people cannot easily enter the site. A school crossing patrol is in operation at the main entrance to the school at key times to ensure pupils cross the road safely. Dogs (with the exception of assistance dogs) are prohibited from entering the school site.

Outside play equipment and playgrounds are inspected daily to ensure the site and equipment is safe for the children to use. An annual inspection is also conducted by the Royal Society for the Prevention of Accidents (RoSPA).

# Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a regular basis and/or whenever there is a change in legislation.

The induction training will cover:

* The Child Protection and Safeguarding Policy.
* The school behaviour, anti-bullying (peer-on-peer abuse) procedures.
* The Staff Code of Conduct and Handbook
* Part 1 and Annex A of ‘Keeping children safe in education’ (KCSIE)
* The safeguarding response to children who go missing from education.
* Appropriate child protection and safeguarding training, including online safety training.
* Information about the role and identity of the DSL and deputy DSL(s).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

* The issues surrounding sexual violence and sexual harassment.
* Contextual safeguarding.
* How to keep LAC and PLAC safe.
* CCE and the need to refer cases to the National Referral Mechanism.
* Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

* The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
* How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
* The importance of providing information and support to CSCS.
* The lasting impact that adversity and trauma can have.
* How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
* The importance of internal and external information sharing.
* The Prevent duty.
* The risks associated with online safety, including the additional risks faced online by pupils with SEND.

**Covid-19/School Safety**

The school Covid-19 Risk assessment and Covid-19 Outbreak Management Plan covering all aspects of school operations are in place.

Any day to day health and safety issues are reported to the Site Supervisor (Mr Neil Dobson) for remedial action. The site supervisor organises outside contractors, if he cannot undertake the remedial work himself.

Fire evacuation practices are undertaken termly. These are recorded in the Fire Log and reported to Governors via the Headteacher Report.

Fens has adopted the Local Authority Critical Incident Response Plan which details information and actions required in the event of a critical incident.

The school has a designated Family Support Officer (FSO) who is responsible for the promotion of healthy lifestyles as well as supporting other staff in dealing with health related issues.

**Health and Safety**

The school has a Health and Safety Policy in place and this is monitored and reviewed annually by the staff Health and Safety Lead and approved by the Governing body.

Risk assessments covering all aspects of school operations are in place and have been reviewed by the Local Authority Senior Health and Safety Officer annually. The responsibility for health and safety is that of the Governing Body; however, this is delegated to the Headteacher. Teachers are aware of the duty of care and take this responsibility seriously.

**First Aid (see also Health and Safety Policy)**

Several members of staff have Emergency First Aid at Work certificates (several of which include Paediatric). First aid boxes are located in each key stage area and portable kits are available for educational visits (in addition, the school has purchased two Automated External Defibrillators-AEDs). First aid kits are checked regularly and restocked regularly for health care reasons. The checking of jext pens, inhalers etc. (which are kept in school) are also carried out.

**Support to pupils and school staff**

Support to Pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

This school recognises that children sometimes display abusive behaviour and that such

incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance

with the school’s complaints process.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people, staff

may hear information, either from a child as part of a disclosure or from another adult that will

be upsetting. If a member of staff is distressed as a result of dealing with a child protection

concern, they should in the first instance speak to the Designated Safeguarding Lead, or a

Deputy, about the support they require. The Designated Safeguarding Lead should then seek

to arrange the necessary support.

**Working with parents/carers**

The school will:

* Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
* Undertake appropriate discussion with parents/carers prior to involvement of Children and Young Peoples Services (CYPS-Children’s Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation. DFE and Local Authority guidelines will always be adhered to.

# Monitoring and review

This policy is reviewed at least annually by the DSL, the Headteacher and Link Governor for Safeguarding. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **September 2022.**

It will be updated, modified or amended as necessary.

**Signed:………………………………………………………..**

**Date:…………………**

**(Designated Safeguarding Lead)**

**Signed:………………………………………………………..**

**Date:…………………..**

**(Headteacher)**

**Signed:………………………………………………………..**

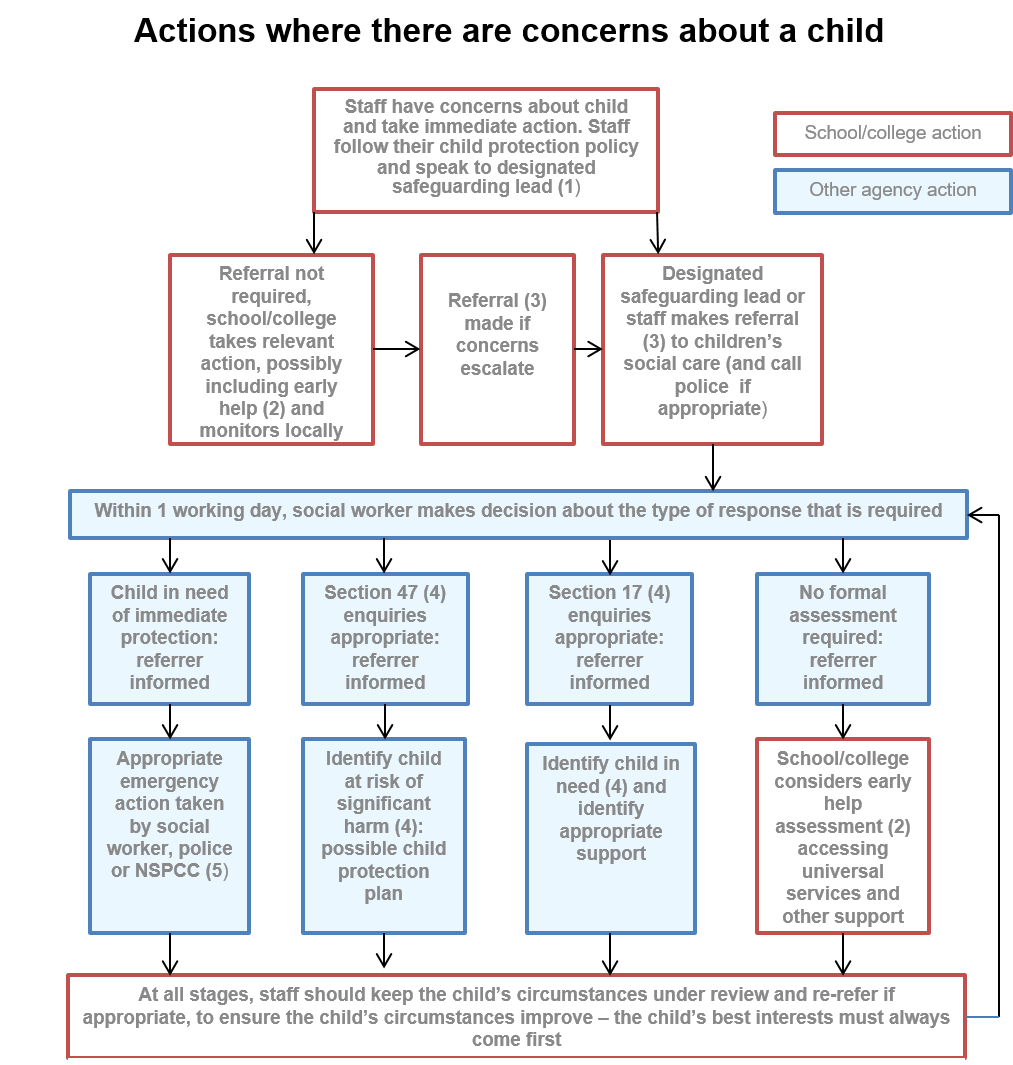
**Date:…………………..**

**(Chair of Governors)**

**Staff Disqualification Declaration**

|  |  |
| --- | --- |
| Fens Primary School: | |
| Name of staff member: | Position: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Orders and other restrictions** | | | **Yes/No** |
| Have any orders or other determinations related to childcare been made in respect of you? | | |  |
| Have any orders or other determinations related to childcare been made in respect of a child in your care? | | |  |
| Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children’s homes or fostering? | | |  |
| Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018? | | |  |
| Are you barred from working with children by the DBS? | | |  |
| Are you prohibited from teaching? | | |  |
| **Specified and statutory offences** | | | |
| Have you ever been cautioned, reprimanded, given a warning for or convicted of: | | | |
| * Any offence against or involving a child? | | |  |
| * Any violent or sexual offence against an adult? | | |  |
| * Any offence under The Sexual Offences Act 2003? | | |  |
| * Any other relevant offence? | | |  |
| Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country? | | |  |
| **Provision of information** | | | |
| If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay. | | | |
| Details of the order restriction, conviction or caution: | | | |
| The date(s) of the above: | |  | |
| The relevant court(s) or body/bodies): | |  | |
| **You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.** | | | |
| **Declaration** | | | |
| In signing this form, I confirm that the information provided is true to the best of my knowledge and that:   * I understand my responsibilities to safeguard children. * I understand that I must notify the headteache­r immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children. | | | |
| Signed: |  | | |
| Print name: |  | | |
| Date: |  | | |



**Staff will do everything they can to support social workers.**

**Safeguarding Reporting Process**

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the ‘After a referral is made’ section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

**Before a referral is made**

**N**

A staff member identifies a concern or potential concern. Is the pupil at immediate risk of harm?

Is the DSL or deputy DSL available to discuss the concern with?

The staff member immediately notifies the police of the situation and informs the DSL.

The staff member makes a referral to CSCS, notifying the DSL of this as soon as possible.

The staff member discusses the concern with the DSL. Taking into account observations and using professional judgement, is a referral required?

The DSL makes a referral to CSCS, keeping the staff member who raised the concern up-to-date with what action is taken.

The pupil continues to be monitored and early help is provided where necessary. If the concern escalates, a referral is made to CSCS.

Within one working day, a social worker from CSCS will make a decision about the type of response that is required and will notify the referrer. Where this information is not forthcoming, the referrer should contact the appointed social worker to follow up the referral.

The steps outlined in the next flowchart are then followed.

**N**

**N**

**Y**

**Y**

**Y**

**After a referral is made**

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

Appropriate emergency action is taken by the social worker, police or NSPCC.

If the child’s situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

Staff keep the pupil’s circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil’s best interests always come first.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.