



# Safeguarding and Child Protection Policy and Procedures

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<b>Governor Review Date</b>	Autumn 2021
<b>Review Frequency</b>	Annual
<b>Date for Next Review</b>	Autumn 2022
<b>Head Teacher Approval</b>	Autumn 2021
<b>Governor Approval</b>	Autumn 2021

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## **1.0 Aim**

***Our aim is to do all we can to protect and safeguard the wellbeing of our pupils.***

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility.

To achieve this aim, Caedmon Primary School will:

- Expect all staff as a requirement to annually read, understand and sign the current DfE document 'Keeping Children Safe In Education (KCSIE)' (Part 1 and Annex A)
- Governing Body members will be expected to read and sign the complete, current version of KCSIE (Parts 1-4 )
- Ensure there is effective communication between staff on safeguarding matters
- Help equip children with skills needed to keep themselves safe
- Train and raise awareness of all staff, defining their role and responsibilities in regard to Safeguarding and Child Protection
- To identify children who are suffering or likely to suffer significant harm and respond appropriately
- Report suspected cases of abuse to Social Care.
- Work in partnership with parents/carers and other professionals where children have a Protection Plan.
- Help children to understand what is and is not acceptable behaviour towards others and themselves.

## **2.0 Scope**

To provide clear direction to all staff, volunteers and information to parents, in managing Safeguarding and Child Protection Issues.

This document is Caedmon Primary School's Policy on Child Protection and is in line with procedures set out by the South Tees Safeguarding Children Partnership (STSCP).

When reading this document, please be aware of the following related documents which work alongside this policy. They are available via the LSCB, or School website:

- Tees Local Safeguarding Children Procedures accessed at [www.teescpp.org.uk](http://www.teescpp.org.uk)

- HM Government (March 2018) Working together to safeguard children
- HM Government (2015) What To Do If You Are Worried a Child Is Being Abused
- HM Government (2018) information sharing
- HM Government Disqualification under The Childcare Act 2006 (updated August 2018)
- HM Government (Sept 21) Keeping Children Safe in Education: Information for all school and college staff
- The Counter Terrorism and Security Act, Prevent Duty Guidance (July 2015) (updated April 2019)
- Procedure for Managing Allegations against Staff, Carers and Volunteers- South Tees LSCB
- Dealing With Allegations of Abuse Against Staff 2012
- The Sexual Offences Act 2003
- Data Protection Act 2018
- Children Missing Education: Statutory Guidance for Local Authorities 2013 (updated September 2016)
- Children's Act 1989 and 2004
- Education Act 2002
- Mandatory Reporting of Female Genital Mutilation – procedural information – Home Office (2015) (updated December 2016)
- Behaviour Policy
- Anti-Bullying policy
- Anti-Radicalisation Policy
- Equality Information and Objectives
- Staff Code of Conduct Policy
- Safer Recruitment Policy
- Whistle Blowing policy
- E Safety and ICT acceptable use policy
- Health and Safety Policy
- Lockdown Policy
- Staff Handbook
- The other Policies of Caedmon Primary School

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers. There are five main elements to our policy:

- 1.** Ensuring that we practise safer recruitment in checking the suitability of staff and volunteers to work with our pupils.
- 2.** Raising pupil awareness of child protection issues to staff, parents and children and equipping pupils with the skills they need to keep them safe.
- 3.** Developing and then implementing and reviewing procedures for identifying and reporting cases, or suspected cases of abuse, and training staff to use these procedures effectively.
- 4.** Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans.

5. Establishing a safe environment in which children can learn and thrive, are encouraged to talk and are listened to.

**We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:**

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously.
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers.
- Include opportunities in the curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies.
- 'Think the unthinkable'.

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. All staff have a crucial role to play in identifying safeguarding indicators or possible abuse or neglect, referring concerns to the DSLs or DDSLs.

We will systematically monitor, evaluate and constantly review the impact of this policy. At all times, the school will comply with the recommendations and regulations as prescribed in the current DfE publication 'Keeping Children Safe in Education' (KCSIE) or any subsequent publication.

### **3.0 Introduction**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, in accordance with KCSIE (September 2021) as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

### **Child Abuse**

Child abuse can take a variety of forms:

#### **Physical Abuse**

This involves hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm. It can also include non-accidental injury to a child (NAI) including deliberate poisoning e.g. by drugs or alcohol, or where injury was knowingly not prevented. This also includes honour based violence (HBV), which is a violent crime or incident which may have been committed to protect or defend the honour of the family or community and / or

female genital mutilation (FGM), which is defined as 'all procedures involving partial or total removal of the external female genitalia or other female genital organs.' Physical abuse can also include an online element which facilitates, threatens and/or encourages physical violence.

### **Sexual Abuse**

This involves forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images. All of these activities could be part of Child Sexual Exploitation (CSE). Sexual violence can also include an online element which facilitates, threatens and/or encourages sexual violence.

### **Emotional Abuse**

This involves persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved. Emotional abuse very often accompanies other types of abuse. Harassment on the grounds of race, culture, creed, gender or disability would also constitute emotional abuse.

### **Neglect**

Neglect and acts of omission is also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Other commonly displayed signs or symptoms of abuse:

- significant changes in behaviour
- deterioration in general well being
- unexplained bruising, injuries or marks
- signs of neglect
- comments which children make which give cause for concern
- reluctance to go home
- unusual behaviour, tiredness, inability to concentrate
- peer on peer abuse – bullying, cyber bullying and gender issues which includes girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence – see Anti-Bullying Policy
- sexually explicit during play, or in their use of language or in role play
- refusal to communicate, extremely withdrawn
- persistent complaints of stomach pains, enuresis or soiling
- self-mutilation, excessive attention seeking
- truancy or running away from home
- receipt of expensive 'gifts' such as clothing, mobile phones, money (with particular relevance to Child Sexual Exploitation or Child Criminal Exploitation)
- voiced opinions on extremist themes in lessons and discussions

Other specific Safeguarding issues can include:

### **Children Missing from Education (CME)**

Any child failing to attend school regularly, or has been absent without school's permission for a continuous period of 10 school days or more.

A pupil missing from education for ten days is a potential indicator of abuse and neglect. Should a pupil go missing from school, the Education Welfare Officer will be informed.

The Local Authority will be informed of any pupil removed from our roll, via a referral for out of school registration, so that the LA can identify and safeguard children missing from education.

The School's responsibility in this area also extends to:

- Parents who choose to home educate their children
- Families who move away from the area
- Children who are medically unfit to attend school
- Children who are permanently excluded
- Children who are in custody for more than four months
- Children who 'run away' from home or go missing

### **Child Sexual Exploitation (CSE)**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the

threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

### **Honour Based Violence (HBV)**

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

**From 3rd May 2015, professionals have a mandatory duty to report such offences to the Police.**

### **Forced marriage**

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including

assault, imprisonment and murder where the person is being punished by their family or their community.

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

### **Radicalisation/PREVENT**

Children who are at risk of radicalisation or being drawn into or supporting terrorism and forms of extremism.

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.

### **Peer on Peer abuse**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

Peer on peer abuse may include, though is not limited to: Bullying (including prejudiced based and discriminatory), cyber bullying and gender issues which includes sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. Upskirting typically involves taking a picture under a person's clothing without their permission.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Any report of peer on peer abuse would be dealt with in the same manner as suspected abuse from an adult (referral to Social Care). All incidents of peer on peer abuse or reported peer on peer abuse, are logged on CPOMS, fully investigated and followed up with appropriate actions, including how victims, perpetrators and any other child affected by peer on peer abuse will be supported. This may include referrals to services such as the school counsellor, CAMHS or other agencies.

It is more likely that girls will be victims and boys perpetrators of peer on peer abuse, but all peer on peer abuse is unacceptable and will be taken seriously. Abuse is

abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

## **Sexual Harassment**

There is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated at Caedmon Primary. All children should feel confident in reporting incidents of sexual harassment to staff. This could be done verbally or in writing (e.g using the Worry Box).

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

**Harmful sexual behaviour – at age appropriate level**

Depending on the nature of the incident, the following responses may be appropriate:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While Caedmon Primary School will not tolerate the behaviour, we won't demonise anyone – we'll support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support, so that they can change their behaviour.

After an incident, school will consider:

- the age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Depending on the behaviour, the following consequences may be applied:

- A warning or other school sanctions (e.g minutes, missed break or dinner times)
- A restorative conversation, to apologise to their peer

- A or phone call to parents
- After school detention
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

School will always take the wishes of the victim into account. Victims will be kept at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

We would listen to the victim(s) and explain that their wishes will inform our response, but that school will make the final decision.

We also encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Caedmon has a 'zero-tolerance' approach and pupils are informed that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Our PSHE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

If they **apologise**, staff would keep an eye out for any recurrence from that particular pupil.

If they **refuse**, the incident would escalate to a more serious sanction.

Parents will always be informed about what their child has said or done, and that we'd like them to talk about it as a family. This will help:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

Caedmon Primary will also offer support to the alleged perpetrator(s)

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

We will offer pupils a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Gently but firmly, staff will condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

We would then consider any support to help them modify their behaviour – this may involve counselling or clinical care.

## **Sexting**

Caedmon Primary School ensure that all members of the community are made aware of the potential social, psychological and criminal consequences of sharing, possessing and creating youth produced (consensual or non-consensual) sexual imagery (known as "sexting"). The school will implement preventative approaches via a range of age and ability appropriate educational approaches for pupils, staff and parents/carers. Caedmon Primary School views "sexting" as a safeguarding issue and all concerns will be reported to and dealt with by the Designated Safeguarding Lead. The school will follow the guidance as set out in the non-statutory UKCCIS advice 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and KSCB "Responding to youth produced sexual imagery" guidance.

If the school are made aware of incident involving creating youth produced sexual imagery the school will:

- Act in accordance with the school's Child Protection and Safeguarding policy and the relevant Local Safeguarding Child Boards procedures.
- Immediately notify the Designated Safeguarding Lead.
- Store the device securely.
- Carry out a risk assessment in relation to the children(s) involved.
- Consider the vulnerabilities of children(s) involved (including carrying out relevant checks with other agencies).

- Make a referral to children's social care and/or the police (as needed/appropriate).
- Put the necessary safeguards in place for children e.g. offer counselling support and immediate protection and offer appropriate pastoral support for those involved.
- Implement appropriate sanctions in accordance with the school's Behaviour Policy but taking care not to further traumatise victims where possible.
- Review the handling of any incidents to ensure that the school is implementing best practice and the leadership team will review and update any management procedures where necessary.
- Inform parents/carers about the incident and how it is being managed.

The school will not view an image suspected of being youth produced sexual imagery unless there is no other possible option or there is a clear need or reason to do so (in these cases the image will only be viewed by the Designated Safeguarding Lead, after discussing the matter with the Headteacher).

The school will not send, share or save content suspected to be an indecent image of children and will not allow or request children to do so.

If an indecent image has been taken or shared on the school/settings network or devices then the school will take action to block access to all users and isolate the image.

The school will take action regarding creating youth produced sexual imagery, regardless of the use of school/setting equipment or personal equipment, both on and off the premises.

The school will ensure that all members of the community are aware of sources of support regarding youth produced sexual imagery.

## **Online-Safety**

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in the use of technology. Please see the Online Safety Policy for more detailed guidance.

### **4.0 Staff Responsibilities**

#### **Safeguarding Team**

**Mrs Hill** is the Designated Safeguarding Lead.

**Miss Downing** is the Deputy Designated Safeguarding Lead and Designated Person for CIOC.

**Mr Butters** is the Deputy Designated Safeguarding Lead.

**Mrs Robinson** is the Deputy Designated Safeguarding Lead.

**Mrs Gatenby** is the Designated Safeguarding Governor and Designated Governor for CIOC.

The Safeguarding Team meet regularly to discuss current caseloads for children on CP, CIN, LAC and Early Help, any current concerns and training needs.

The Designated Safeguarding Lead and Health and Safety Officer meet immediately following any 'Near Miss' incidents to decide what remedial actions need to be taken.

### **Roles and Responsibilities**

**The Governing Body is responsible for ensuring that:**

- The school complies with legislation related to child protection.
- The school has a Child Protection Policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school.
- The policy is reviewed annually.
- The school adopts safer recruitment procedures and that appropriate checks are carried out on new staff and volunteers.
- The school is aware of its duties re PREVENT/Channel referrals in conjunction with the Police/LA, in particular the school community has due regard to the need to prevent people from being drawn into terrorism.
- Safeguarding arrangements take into account the procedures of the Local Safeguarding Children Board ([www.teescpp.org.uk](http://www.teescpp.org.uk)).

**The Designated Safeguarding Governor is responsible for:**

- Regular contact with the school's Designated Safeguarding Lead
- Having an awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.
- Ensuring that the school has an effective policy and that guidelines are complied with.
- The Designated Safeguarding Lead provides a termly report for the governing body detailing any changes to the policy and procedures and any training undertaken by staff.

***Governors must not be given details relating to individual child protection cases or situations to ensure that confidentiality is not breached.***

**The Designated Safeguarding Lead is responsible for:**

- The provision of leadership and vision in respect of child protection.

- The practical implementation of the policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies.
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation.
- Ensuring that the Designated Safeguarding Lead and other members of the Safeguarding Team have received the appropriate training.
- Coordinating all of the activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings.
- Liaise between the Safeguarding Team and the Leadership Team and Governors.
- Attend Child Sexual Exploitation training.
- Attend PREVENT training.
- Maintain awareness of PREVENT/Channel referrals in conjunction with the Police/LA guidance.
- Monitor the effectiveness of the Child Protection Policy and Procedures yearly.
- To help identify any safeguarding need and be available for staff for consultation purpose

The DSL will, when appropriate, delegate Safeguarding / Child Protection responsibility to DDSL's to meet the schools need (e.g. staff absence, staff development).

The DSL receives formal supervision by an Education Safeguarding Consultancy and within the Steel River Academy Trust by appropriately trained colleagues, which focuses on the management and development of Safeguarding within the school, as well as ongoing support from the Local Authority (including the Safeguarding Officer for Education and Virtual School Head).

#### **The Headteacher is responsible for:**

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Safeguarding & Child Protection.
- The Governing Body adopts appropriate policies and procedures to Safeguard children in the school.
- Policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the Safeguarding Policies that are in place and who is the DSL.
- Sufficient resources and time are allocated to DSL(s) to carry out Safeguarding & Child Protection effectively.
- The DSL receives appropriate training for this important role.
- All staff and adults working in the school understand their Safeguarding & Child Protection responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.

- Caedmon Primary School develops effective working partnerships with relevant agencies and cooperate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related safeguarding meetings.
- The School to provide appropriate reports for Safeguarding /Child Protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Safer Recruitment and Vetting procedures are followed for all appointments of staff including those working in the school in a voluntary / unpaid capacity.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.
- Supporting the Designated and Deputy Designated Safeguarding Leads in all aspects of the role.
- Ensuring that the Safeguarding Team have received appropriate training.
- Ensuring that all members of the school community are aware of and comply with our Child Protection Policy.
- Making parents aware of the school's Child Protection Policy. This will always be made available via the school's website.
- Dealing with any allegations against members of staff or volunteers.
- Creating a safe environment for pupils at the school.

**All staff are expected to:**

- Know who the Designated and Deputy Designated Safeguarding Leads are.
- Understand and comply with the school's Child Protection Policy.
- Have read and understood 'Part One and Annex A' of 'Keeping Children Safe in Education'.
- Deal with any incidents of bullying that may occur, following the school's anti-bullying procedures.
- Refer any online safety concerns to the Designated or Deputy Designated Safeguarding Lead
- Report any concerns they have about a child's safety or identified need to the DSL or DDSL.
- Behave in accordance with the Code of Conduct.
- Be aware of the obligation to pay due regard to the need to prevent people from being drawn into terrorism.
- Know the difference between a concern (something which would make you anxious or worried) and 'immediate risk of danger or harm' (detrimental effect of a significant nature on a child's physical, psychological or emotional well-being)
- "Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments".

Pupils, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's child protection and conduct policies.

Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, via email and awareness training.

Where other adults are working in the school alone with pupils, the Head Teacher or the Deputy Head will ensure that they are aware of the contents of these policies (copies of policies can be found on the school's website).

### **Concern Regarding a Pupil**

School Staff (teaching and non teaching) have a responsibility to report any concerns they have about a child's safety to the DSL or DDSL(s).

If a child discloses information that suggests possible abuse has taken place we recommend the following:

- Listen to the child.
- Never coach or lead the child.
- Do not investigate or over question the child.
- Reassure the child they were right to talk.
- Inform the DSL/DDSL ASAP.
- Record events on CPOMS (e.g. what the child has said, word for word)

If a staff member receives information (e.g. third party) or sees something (e.g. suspicious bruise or mark) which gives them a cause for concern, they must inform the DSL/DDSL ASAP.

- Staff should always consult with the DSL when they first begin to have concerns about a child.
- This process will help clarify what action, if any, needs to be taken to meet the needs of the child.
- Where staff feel a child is expressing or demonstrating extreme, radical view or behaviours they should make the DSL aware of their concerns.
- In exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care.
- If staff have concerns regarding the conduct of another staff member, they should inform the Headteacher directly. If the concern is regarding the Headteacher's conduct, the staff member must contact the Chair of Governors
- Where staff have concerns regarding safeguarding practices within school, the Headteacher should be aware of these concerns. If after raising concerns the staff member is not satisfied with the response/resultant action staff members should refer to the whistleblowing policy.

**All teachers have access to CPOMS on a restricted level. Teaching assistants will ensure their concerns are logged on CPOMS via the class teacher.**

### **Supporting Pupils**

In our school, we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school ethos promotes a positive, supportive and secure environment and gives children a sense of being valued. Certain children may have Special Educational Needs (SEN) and/or a disability and can face additional safeguarding challenges. Through liaison between the DSL/DDSLs and the SENDCo, we ensure that these children are kept safe.

Our teaching of personal, social and health education, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others.

We also teach them how to recognise different risks in different situations, and how to behave in response to them (e.g. 'internet safety').

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

### **Children In Our Care**

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

### **Virtual Head Teacher**

The Virtual Head Teacher for Redcar and Cleveland is Joanne Johnson. She works for the Local Authority to promote the educational achievement of all the children looked after by that council. Those children are on a 'virtual' school roll, even though they are physically spread across the schools in the borough and beyond.

### **Professional Challenge**

Professional challenge is seen, at Caedmon Primary School, as a positive activity and a sign of good professional practice, a healthy organisation and effective multiagency working.

Professional Challenge is about challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child or young person or his/her family. This can be either as part of a face to face meeting, over the phone or as part of a meeting.

The Safeguarding Team are aware they are able to refer to Ms K Pusztai as Primary School representative on the South Tees Safeguarding Children Partnership (STSCP). The Safeguarding Team are aware of and follow the 'Tees Procedures Professional Challenge Guidance'.

## **Early Help**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child/Local Authorities under section 10 of the Children Act 2004 have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has a specific additional needs;
- has Special Educational Needs (SEN);
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- is showing early signs of abuse and/or neglect.

## **5.0 Allegations against Staff**

Allegations against staff could be initiated in school by children, parents or staff.

If an allegation or cause for concern is made against a member of staff, the following action should be taken:

- The Headteacher should be informed immediately and provided with the associated evidence.
- If the allegation is against the Headteacher then the Chair of Governors should be informed immediately and provided with the associated evidence.
- The school (Headteacher/Chair of Governors) should seek support and guidance from the local authority and follow the 'Procedure for Managing Allegations against Staff, Carers and Volunteers' provided by South Tees Safeguarding Children Partnership (STSCP).
- Immediate support and guidance should be sought from:
  - **The Local Authority Designated Officer** – Joanne Dickson (01642 130700)
  - **The Safeguarding Officer for Schools** - (Contact details via website, but at time of printing are): June Craven (01642 130700)
  - **The NSPCC whistleblowing helpline** – 0800 028 0285

Where an individual staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Headteacher must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to do so is a criminal act.

### **Safer Recruitment**

We have policy guidance in place to ensure that we practice safer recruitment. Please refer to the Safer Recruitment and Selection Policy for detailed guidance.

#### **6.0 Staff Training**

- All staff and governors at Caedmon Primary School receive Child Protection training (at least annually) which raises their awareness of processes and procedures agreed by the South Tees Safeguarding Children Partnership (STSCP).
- Training also covers areas such as 'signs and symptoms' and 'internet safety'.
- Newly appointed staff receive training through the school's induction programme.
- The DSL & DDSL's receive new and refresher Safeguarding & CP training on an annual basis including STSCP facilitated courses and nationally recognised on-line courses (e.g. Prevent).
- The Headteacher and Deputy Headteacher have completed Safer Recruitment Training.
- A member of the governing body has undertaken Safer Recruitment Training. Governors also complete safeguarding training throughout the year, led by the Designated Safeguarding Lead.

#### **7.0 Confidentiality**

Confidentiality and trust should be maintained as far as possible, but Caedmon Primary School will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).

### **Minimising Risks to Children**

It is a requirement for all staff to read and understand part one of Keeping Children Safe in Education. Statutory guidance for schools and colleges (September 2020)

***As it is good practice, all members of staff have signed to state that they have read the above document.***

### **Safe Practice**

Staff/pupil relationships/communications that includes the use of social media:

- Staff will not initiate affectionate physical contact except in circumstances where a child is showing immediate signs of being upset e.g. following an accident. Here the staff member where possible will seek to ensure any physical contact is witnessed by a third party and is not prolonged in nature.
- Staff in school will not discuss with children in any depth details about their personal life or relationships they hold outside of school.
- Staff will not seek social relationships with children outside of school, including relationships developed through means of social media.
- No staff member will communicate via telephone, through email or social media directly with any child on roll except through the school's official email accounts where all communication can be tracked.

## **8.0 Monitoring**

### **External Monitoring**

In order to support the achievement of the expectations and standards made explicit in this document, the school procure the services of external bodies, such as Education Safeguarding Consultant, other Educational Consultants and the Local Authority. This support includes, but is not limited to:

- Supervision of the Designated Safeguarding Lead, which includes the supervision of Child Protection files;
- Training for staff and the Governing Body;
- A school audit and an audit of Child Protection files;
- Support and guidance; and
- E-safety presentations for staff, pupils and parents.
- Regular checks of the Single Central Record.

### **Monitoring and Review**

The Governing Body will ensure that Caedmon Primary School undertakes the following:

- Annually review its Child Protection Policy.
- Has a senior member of staff as Designated Safeguarding Lead.
- Review annually the workload of the Designated Safeguarding Lead by requesting a report detailing related child protection work undertaken. Governing body to support as felt appropriate.
- Monitor and evaluate child protection training that staff receive.
- Review all aspects of safeguarding children / working practices and develop as required.

**Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.**

***Any policies that have been referred to in this policy are available on the school website ([www.caedmonprimaryschool.co.uk](http://www.caedmonprimaryschool.co.uk)) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.***