

Version	September 20
Owner	Skelton Primary School
Approved	
Review Cycle	1 years
Next Review	September 21



Keeping Children Safe In Education Child Protection Policy 2020

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behavior and attitudes.

Designated Safeguarding Lead
Deputy Safeguarding Leads

Andy Woolf
Sarah Walker
Tracy Hill
Chalotte Bonas

Safeguarding Link Governor
Head Teacher
Chair of Governors

Geoff Bland
Sarah Walker
Helen Swarbrick



CHILD PROTECTION POLICY (statutory)

Contents

1.0	Purpose and Aims	2
2.0	Introduction	2
3.0	Safeguarding Statement	5
4.0	Safe Children	6
	Definitions of abuse	8
5.0	Early Help	11
6.0	Safe Staff	12
6.1	Designated Safeguarding Lead (DSL)	14
6.2	Head Teacher	18
6.3	Role of Governing Body	19
6.4	Role of Designated Safeguarding Team (DST)	20
6.5	Role of School Staff	20
7.0	Staff and Governor Training	21
8.0	Looked After Children Lead	22
9.0	Professional Challenge	22
10.0	Minimising Risks to Children	23
11.0	Monitoring and Review	23
	Whistle Blowing/ Confidential reporting	24
	Complaints against staff	24
	Confidentiality	24
	Record Keeping	25
Appendices		
A	National Guidance	28
B	Referral Flowchart	30
C	CPOMs flowchart	31
D	Professional Challenge Procedures	34
E	Further advice and information	36



CHILD PROTECTION POLICY (statutory)

1.0 Purpose and Aims

Skelton Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Skelton Primary School creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Skelton Primary School to keeping children safe by promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding. This document is also in line with procedures set out by the Tees Local Safeguarding Children's Board (LSCB).

Skelton Primary School will:

- Create and maintain a safe environment for children and young people
- Help children to understand what is and is not acceptable behaviour towards them
- Teach children about staying safe from harm
- Teach them how to speak up if they have worries or concerns

At all times the school will comply with the recommendations and regulations as prescribed from time to time in the current DfE publication 'Keeping Children Safe in Education' (KCSIE) or any subsequent publication.

2.0 Introduction

Skelton Primary School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Skelton Primary School's Child Protection Policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, **criminal and sexual exploitation**, **preventing radicalisation (extremism, radicalisation and terrorism)** and issues such as honour based **abuse**, female genital mutilation and forced marriage.)



CHILD PROTECTION POLICY (statutory)

2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or [Multi Agency Children's Hub \(01642 130700\)](#) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances or [extra-familial harm and taking action to enable all children to have the best outcomes](#)).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

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

(KCSIE 2020)

All staff have a responsibility to recognise child abuse, neglect and peer on peer ([child on child](#)) abuse in its many forms. [All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.](#) Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2020 pages 82-97. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.



CHILD PROTECTION POLICY (statutory)

Broadly the areas taken from Keeping Children Safe in Education, 2020 Annex A, include

- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation CSE
- Child Criminal Exploitation – CCE/ County Lines
- Domestic Abuse
- Homelessness
- So called ‘Honour Based Abuse’ inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- Preventing Radicalisation
- The Prevent duty
- Channel
- Peer on Peer Abuse/ Child on Child abuse
- Sexual violence and sexual harassment [between children in schools and colleges](#)
- Upskirting
- The response to a report of sexual violence or sexual harassment

(KCSIE 2020)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX E OF THIS POLICY

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Skelton Primary School’s whole workforce.



CHILD PROTECTION POLICY (statutory)

Framework and Legislation

No School operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of **South Tees Safeguarding Children Partnership** which includes the partnership of several agencies who work with children and families across the Borough. Skelton Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: South Tees Safeguarding Children Partnership <https://www.redcar-cleveland.gov.uk/SafeguardingChildrenBoard/SafeguardingChildrenProcedures/> and partner agencies in all cases where there is a concern about significant harm

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. **The Multi-Agency Children's Hub** undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2020 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

3.0 Safeguarding

The school's main aim is to provide a safe, secure and stable base for children helping to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school.

To achieve this aim Skelton Primary School will:

- Provide an environment where children feel they can learn and develop. One in which they feel safe and encouraged to talk and are listened to.
- Expect all staff to:
 - annually read and sign that they understand the current DfE document Keeping Children Safe in Education 2018 (Part 1)
 - read and sign that they understand the contents of Annexe A in Keeping Children Safe in Education



CHILD PROTECTION POLICY (statutory)

- Governing Body members will be expected to read the complete KCSIE 2019 (Part 1-5)
- Ensure Safer Recruitment and Vetting practices are followed, therefore checking the suitability of staff and volunteers who wish to work with our children.
- Raise awareness of Safeguarding / Child Protection issues to staff, parents and children via regular and effective training provided by the LCSB and NSPCC.
- Ensure there is effective communication between staff on Safeguarding matters via the weekly Care Team notes; the weekly Designated Safeguarding Team Meeting and the initial agenda item for each Year Group Team Meeting.
- Ensure that all staff and governors receive annual safeguarding training to raise awareness, defining their roles and responsibilities in reporting abuse.
- Provide and maintain an environment where children feel safe, are encouraged to talk and are listened to.
- Help equip children with skills needed to keep themselves safe.
- Develop, implement and review policy and procedures in relation to Safeguarding.
- 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 cases or suspected cases of abuse to [Multi Agency Children's Hub](#).
- Work in partnership with parents/carers and other professionals to provide coordinated support and help to protect children who are subject to protection plan, work in partnership with Social Care when undertaking Section 17 & Section 45 assessments.
- Work in partnership with the Virtual Head-teacher with regard to Looked After Children.
- Help children to understand what is and is not acceptable behaviour towards others and themselves.
- Provide a curriculum and ethos which aims to prevent children from being drawn into radicalisation, extreme behaviour or acts of terrorism. School will work in partnership with Channel panel set up by the Local Authority

4.0 SAFE CHILDREN

Skelton Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Skelton Primary School may be the only stable, secure and predictable element in the lives of some of the children in its care.



CHILD PROTECTION POLICY (statutory)

The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

Therefore Skelton Primary School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and off line. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of Behaviour and Discipline Policy & Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Skelton Primary School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by



CHILD PROTECTION POLICY (statutory)

behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Skelton Primary School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

In our school we respect our children. The ethos is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. At Skelton, we promote a positive, supportive and secure environment and gives children a sense of being valued while developing their understanding and awareness of resilience.

The school plays an essential role in developing children's self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that they have a range of strategies to ensure their own safety. An ethos exists where staff support the empowerment of children to talk to a range of staff when they are facing difficulties and to raise comments, complaints and feedback about their school experience. Children at Skelton Primary School will be listened to and their concerns taken seriously and issues will be quickly acted upon.

We are a Rights Respecting School not only teaching about children's rights, we also model rights and respect in relationships, whether between children or between children and adults.

Our teaching of personal, social and health education citizenship, 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. 'stranger danger' and 'internet safety').

We aim to identify & meet every child's needs. We recognise that abuse and neglect can result in under achievement. We strive to ensure that all our children make good educational progress.

At Skelton Primary School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tees Safeguarding Children Partnership arrangements and inform the [Multi Agency Children's Hub](#) or police of their concern.

Procedures and definitions

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed



CHILD PROTECTION POLICY (statutory)

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2018 defines the categories of harm as:

Physical Abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

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

Also see advice from DfE regarding sexual violence and sexual harassment between children (Dec 17).

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or



CHILD PROTECTION POLICY (statutory)

hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Children potentially at greater risk of harm

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 should 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.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should 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) sexual exploitation, criminal exploitation, and serious youth violence.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the [Multi Agency Children's Hub](#), if necessary. These records will be electronically recorded on the CPOMs system and will be stored via a secure system. The Headteacher will be kept informed at all times.

Other groups that may be referred through the safeguarding system 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.

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

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

Preventing Radicalisation

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

Looked After Children/ Children in our Care-



CHILD PROTECTION POLICY (statutory)

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

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 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)
- voiced opinions on extremist themes in lessons and discussions

Peer on Peer Abuse/ Child on Child abuse

Skelton Primary School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer abuse policy for detailed information.

The school has a number of policies that should be read in conjunction with the Child Protection Policy

1. Anti-bullying Policy



CHILD PROTECTION POLICY (statutory)

2. Diversity and Equality Policy
3. E-safety and social media Policies
4. Peer on peer abuse Policy

5.0 Early Help

As part of our curriculum provision, we ensure that children in school are taught to keep themselves safe, e.g. through anti-bullying work, PSHE (including Healthy eating, keeping safe, drug abuse, e-safety Rights and Responsibilities, SRE, visitors such as the police, the Fire Brigade, Magistrates, Unite.) We offer family learning for parents with sessions that include E-safety.

We also recognise that all families may have times when they need support and have a range of preventative strategies in place. This includes: having an open door policy where parents can discuss concerns as they arise; engaging the school's Family Support Worker with attendance or punctuality issues; signposting parents to outside agencies; parental questionnaires, consultation evenings, regular family learning events and working closely with external agencies such as: the Specialist Teaching Service, Educational Psychologists, Social Services and Early Help, School Nursing Service, CAMHS and Education Welfare Service

We listen to the voice of the child to identify children who are vulnerable or are a cause for concern. Children complete pupil questionnaires and nurture from staff is established during transition weeks in July, before the year officially begins. The PSHCE curriculum gives children the opportunity to talk about a wide range of issues. At termly Standards Meetings, the social/emotional well-being of children is considered, as well as academic progress, enabling intervention or support to be facilitated as necessary. All school staff are prepared to identify children who would benefit from Early Help/Intervention, thereby providing support as soon as problem emerges in a child's life. Intervention could include social and emotional support through activities such as: Thrive, Nurture or opportunities to work with one of the school councillors (they also work with parents/ carers and families). We also offer a 'Nurture Breakfast', parents/ carers are also welcome to attend. Nurture also offers support during recreational times, a weekly parent drop in and a safe exit from school as early intervention for child well-being.

The Designated and Deputy Safeguarding Leads have completed a wide range of Safeguarding Training and all staff in school have received training on Child Protection, Prevent and E-safety.

Where it is felt that an inter-agency approach is needed, we may work with families to write a EHA (Early Help Assessment) and make referrals to the Early Help Team. Advice may be sought from the school nurses and the CYPS team. The Designated Safeguarding Lead and Family Support Worker attends regular multi-agency child protection meetings where local professionals work together to improve outcomes for vulnerable pupils.

Referrals are made to the Designated Safeguarding Lead where a child discloses any form of abuse, or incidents that are a cause for concern including potential domestic, alcohol or drug abuse that may be taking place inside the home. Operation Encompass is an initiative run by Cleveland Police who inform school of any reported domestic abuse incident within a 24-hour period.

Where there are concerns about radicalisation, the police are contacted on 101, who will talk to the child/family.



CHILD PROTECTION POLICY (statutory)

For children with Special Educational Needs or Disabilities, support is given to children and parents as required eg the school may facilitate additional visits to secondary school or a child might receive support from a teaching assistant to prepare additional visits to a new class to smooth the transition process. Parents of SEND children are offered appointments for a 'Structured Conversation' with the class teacher to discuss provision, additional support, to gain and share additional information on the child and family and share targets. These conversations take place bi-annually in the autumn and summer terms. In addition, the SEND Coordinator offers regular appointments to discuss provision, progress and concerns with parents/carers of children with SEND.

The available evidence on the extent of abuse among disabled children suggests that disabled children are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risks of both abuse and neglect. The school will help parents and carers of children with disabilities to get the support they need and ensure that children understand personal safety issues.

For more information about support for SEND children, please refer to the SEND Policy and School SEND Offer published on the school website.

SAFE STAFF

6.0 Staff Responsibilities

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; ; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation (extremism, radicalisation and terrorism), harassment, bullying and victimisation preventing impairment of children's health (physical and mental) or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Skelton Primary School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.



CHILD PROTECTION POLICY (statutory)

- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to **Multi Agency Children's Hub** if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded in writing adhering to Skelton Primary School's Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure that under the Counter Terrorism and Security Act, April 2015 that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised drawn into extremism/ terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Skelton Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.



CHILD PROTECTION POLICY (statutory)

6.1 Role of the Designated Safeguarding Lead

At Skelton Primary School we have appointed the following Deputy Designated Leads: Sarah Walker, Tracy Hill and Charlotte Bonas who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2020).

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via [Multi Agency Children's Hub \(01642 130700\)](tel:01642130700).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage Referrals

- Refer cases of suspected abuse to the [Multi Agency Children's Hub](#).
- Support staff who make referrals to the [Multi Agency Children's Hub](#).
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (VEMT lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners. (South Tees Safeguarding Children Partnership)
- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.



CHILD PROTECTION POLICY (statutory)

- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management committee or Proprietor of an independent School) and the Designated Officer at the Local Authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs or the named person with oversight for SEN in a college **and Senior Mental Health Leads**) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners (South Tees Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.



CHILD PROTECTION POLICY (statutory)

- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the South Tees Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, 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



CHILD PROTECTION POLICY (statutory)

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.

Child Protection File

Where children leave the school or college (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

It is a matter for individual schools and colleges and the Designated Safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2020: Annex B

In addition, PG: Safeguarding First (our safeguarding consultant) recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.



CHILD PROTECTION POLICY (statutory)

- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school across all five bubbles of the PG:SF business model.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole school policy against bullying/online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

6.2 The Head Teacher

will ensure that:

- All children suspected of being draw into extremist radical behaviour or beliefs are acted upon with the DSL who will assess and appropriately refer to Social Care/ Channel panel. 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 Academy.
- 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 and DDSL(s) to carry out Safeguarding & Child Protection effectively.
- The DSL and DDSL(s) receive appropriate training for this important role.



CHILD PROTECTION POLICY (statutory)

- All staff and adults working in school
 - understand their Safeguarding & Child Protection responsibilities
 - will voice their concern if they feel a child is vulnerable or at risk
 - are fully aware of the appropriate actions within the Flowchart (Page 16 KCSiE)
- 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. Also aware of NSPCC Whistleblowing helpline: 0800 028 0285.
- Skelton 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 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.
- Quality assuring action takes place within school and liaising with Social Care and other agencies in respect of suspected child abuse.
- 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

6.3 Responsibilities of Skelton Primary School's Governing Body

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

At Skelton Primary School's the senior lead Governor/board member for safeguarding is Geoff Bland.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead Report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development



CHILD PROTECTION POLICY (statutory)

- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements

If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / online safety policy.
- Ensure that children are taught about **safeguarding, keeping themselves safe, including online safety through Relationships Education (Primary)**.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.



CHILD PROTECTION POLICY (statutory)

6.4 Designated Safeguarding Team

Safeguarding Team 2018/19	
Designated Safeguarding Lead	Andy Woolf
Designated Safeguarding Team	Tracy Hill (Upper school) Deputy Safeguarding Lead Charlotte Bonas (Lower school) Deputy Safeguarding Lead Sarah Walker (Headteacher) Deputy Safeguarding Lead Geoff Bland Safeguarding Governor

Training

The Designated Safeguarding team

- undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- receive formal termly supervision by the Education Safeguarding Consultant which focuses on the management and further development of Safeguarding within the School.

6.5 School Staff (teaching and non teaching)

<u>Protocol</u>
If a staff member suspects a child may be a victim of abuse they must:
<ol style="list-style-type: none"> 1. Listen to the child 2. Never coach or lead 3. Not investigate or over question the child 4. Reassure the child that they are right to talk 5. Inform the DSL/DDSL ASAP 6. Record events on CPOMS (word for word where possible)

Staff Responsibilities

Staff have a responsibility to report any concerns they have about a child's safety or identified need to the DSL or DDSL(s).

- If staff members receive information by seeing/ hearing something or via a third party and any **concerns** about a child (paragraphs 21-27 of KCSiE), as opposed to a child being in immediate danger,(Paragraph 28 of KCSiE) they will need to decide what action to take. They should follow the flowchart in Appendix B.
- Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care.



CHILD PROTECTION POLICY (statutory)

- Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If a staff member feels that a child is expressing or demonstrating extreme, radical views or behaviours they should make the Designated Safeguarding Lead aware of their concerns
- If a member of staff, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the member of staff must report this to the police.
- If staff have a concern about the conduct of a colleague, they have a responsibility to speak to the Headteacher directly and no one else . If the concern is regarding the Headteacher, the staff member should speak to the Chair of Governors and no one else. Failure to do so is a disciplinary offence
- Should staff have concerns about the safeguarding practices in school, the Headteacher should be made aware of these concerns and no one else. If after raising concerns, the staff member is not satisfied with the response, the member of staff should refer to the Whistleblowing Policy
- **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral.**

7.0 Staff & Governor Training

1. All staff and governors at Skelton Primary School receive Safeguarding & Child Protection training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB).
2. Training covers areas such as:
 - Awareness Raising
 - Signs and Symptoms
 - Internet Safety
 - Prevent
 - Other appropriate Safeguarding / CP courses
3. Staff are trained to ensure that they are able to identify incidents that are a cause for concern and incidents that pose an immediate danger or risk of harm to children, along with the appropriate safeguarding procedures to follow.
4. Newly appointed staff receive Safeguarding training within the Skelton Primary School induction programme and attend specific courses facilitated by the Local Authority (e.g. NQT's).



CHILD PROTECTION POLICY (statutory)

5. Staff at Skelton Primary School also undertake Safeguarding E-learning courses promoted by the LSCB.
6. The DSL & DDSL's receive new and refresher Safeguarding & CP training on an annual basis including LSCB facilitated courses and nationally recognised on-line courses (e.g. Prevent).
7. The Head Teacher, senior leaders and some members of the Governing Body have completed Safer Recruitment & Vetting training.
 - Staff will receive Safeguarding & CP training in their School induction.
 - All staff members should receive appropriate safeguarding and child protection training which is annually updated.
 - In addition all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

8. Looked After Children Lead

- The School link lead for Looked After Children is Andy Woolf.
- The 'Virtual Headteacher' is an experienced teacher appointed by the Local authority to oversee the educational progress of all children under the care of the Local Authority. Part of their role is to ensure that Local Authority has set up arrangements for allocating Pupil Premium and early Years Pupil Premium funding to benefit looked after children. The Virtual Headteacher will liaise with Skelton and monitor spending and provision for those vulnerable children.

9.0 Professional Challenge

*Professional challenge is seen at Skelton 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 Designated Safeguarding Team are aware they are able to refer to Ms K Pusztai as Primary School representative on the Local Children's Safeguarding Board.

* The designated safeguarding team are aware of and follow the 'Tees Procedures Professional Challenge Guidance.'

See Professional Challenge Procedures Appendix D



CHILD PROTECTION POLICY (statutory)

10.0 Minimising Risks to Children

- All staff must read Keeping Children Safe in Education (September 2020)
- Staff conduct:
 - Staff will not initiate physical contact with a child except in circumstances where a child is showing immediate signs of being upset eg following an accident. Here, the staff member where possible will seek to ensure any physical contact is witnessed by a third part and is not prolonged in nature.
 - Staff will not discuss with children in any depth, details about their personal life or relationships they hold outside of school.
 - Staff will not seek relationships with children outside of school, including relationships through social media.
 - Staff will not communicate by phone, email or social media directly with any child on roll except through the school's official email accounts where all communication is tracked.

11.0 Monitoring and Review

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

- Annually review its Safeguarding & Child Protection Policy.
- Has a senior member of staff as Designated Safeguarding Lead.
- Review annually the workload of the Designated Safeguarding Lead by requesting an update of Safeguarding work undertaken within the termly Head Teachers Report.
- Governing body to support the Head Teacher in all Safeguarding matters as felt appropriate.
- Monitor and evaluate safeguarding training that staff receive.
- Review all aspects of safeguarding children / working practices and develop as required.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (Sept 2018) .The guidance is available via the following link:
<http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (2018) - statutory guidance for Schools and Colleges available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:



CHILD PROTECTION POLICY (statutory)

11.1 Whistle Blowing/confidential reporting

Skelton Primary School's Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour. If you continue to have concern, contact the Designated officer (see below) or NSPCC whistleblowing helpline – 0800 028 0285

11.2 Management of a safeguarding concern or allegation about an adult

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the headteacher or principal; where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the Designated Officer(s) at the local authority.

Consultation without delay with the Local Authority Designated Officer **Joanne Dickson**- 01642 527837, will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.middlesbrough.gov.uk/children-families-and-safeguarding/south-tees-safeguarding-children-partnership

11.3 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Skelton Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (South Tees Safeguarding Children Partnership arrangements

<https://www.redcar-cleveland.gov.uk/SafeguardingChildrenBoard/SafeguardingChildrenProcedures/>

11.4 Record Keeping

Well-kept records are essential to good safeguarding practice. Skelton Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording



CHILD PROTECTION POLICY (statutory)

Policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018.

Safeguarding Recording within Skelton Primary School is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Skelton Primary School we started electronic recording from September 16. All recording prior to this is in paper format but is being transferred to electronic. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Skelton Primary School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies, will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). Only Level 3 Safeguarding Leads may attend to represent Skelton Primary School.

11.5 Linked policies

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

These include:

- **A Robust School Recruitment and Selection policy** - inclusive of safer recruitment guidance and regulation for example a **Single Central Record** which demonstrates the pre-employment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2020 and Working Together 2018. At Skelton Primary School as an academy school we share this commitment.
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings, May 2019 and addendum April 2020. The school will ensure that all staff and volunteers are aware of the need for maintaining



CHILD PROTECTION POLICY (statutory)

appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Good Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling confiscating and searching.
- **Anti-Bullying Policy/Online Bullying.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Special Education Needs Policy.**
- **The Schools Educational Visits Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer/ Child on Child Abuse Policy.**
- **Photographic & Digital Imagery consents** with parental consent forms signed.
- **Pupils with Medical Needs Policy** and implications for the workforce, pupils and partnership with parents.
- **Attendance Policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Missing Children Procedures** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Intimate Care and Incontinence Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.



CHILD PROTECTION POLICY (statutory)

- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

Children and Young People

Skelton Primary School.....

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2019-20	Andy Woolf	Sarah Walker Tracy Hill Charlotte Bonas	Geoff Bland
2020-21	Andy Woolf	Sarah Walker Tracy Hill Charlotte Bonas	Geoff Bland

Review Date	Changes made	Ratification Date by Governing Body



CHILD PROTECTION POLICY (statutory)

APPENDICES A

When reading this document, please be aware of the following related documents which work alongside this Safeguarding & Child Protection Policy:

This policy has been informed by the following legislation and national & local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

CP Referral Form

[New Multi Agency Referral Form to Children's Social Care = Click here to download the referral form](#)

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>



CHILD PROTECTION POLICY (statutory)

South Tees Safeguarding Children Partnership

<https://www.redcar-cleveland.gov.uk/SafeguardingChildrenBoard/SafeguardingChildrenProcedures/>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

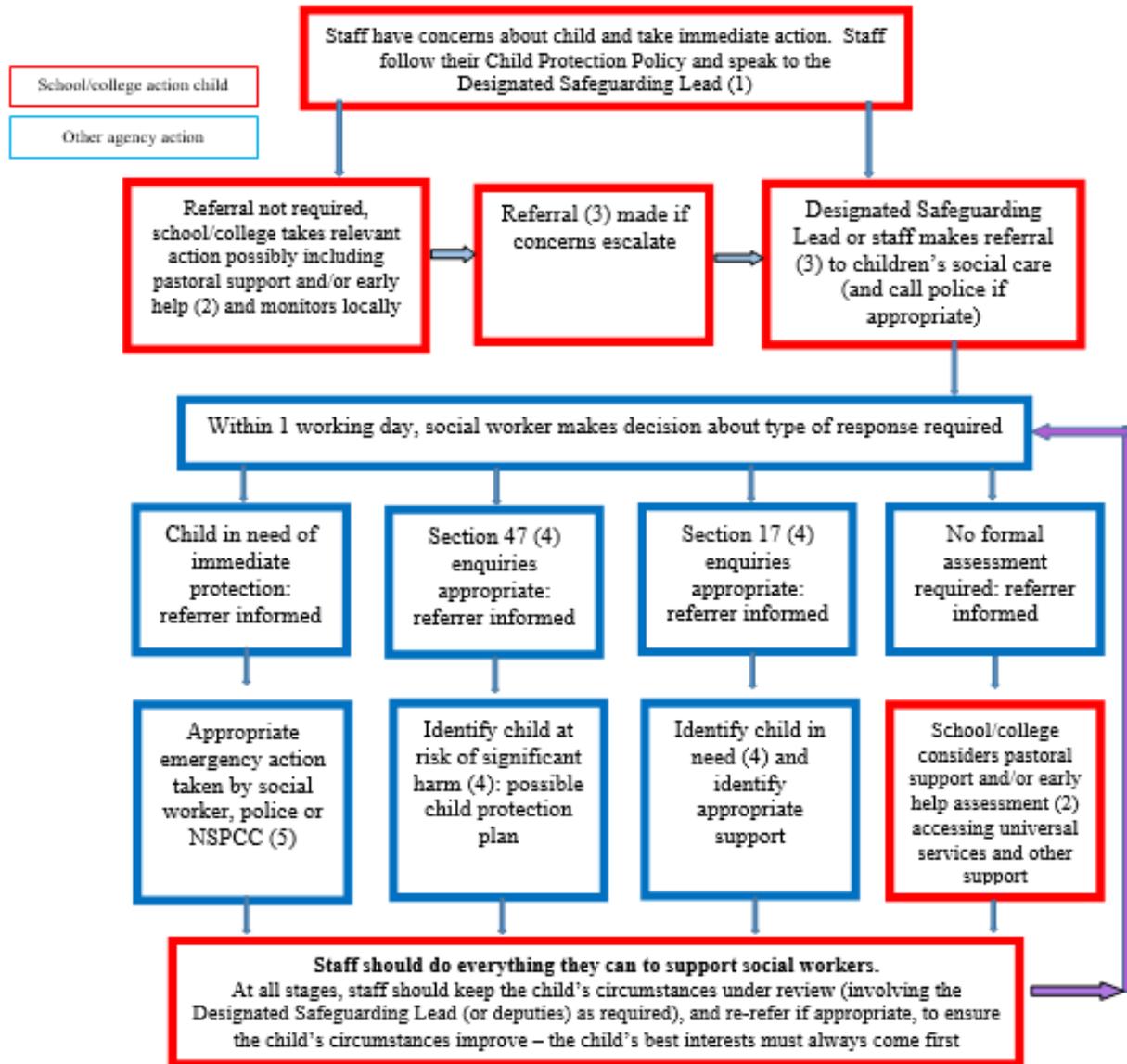
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

APPENDICES B



From KCSIE 2020 page 17

Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of [KCSIE 2020](#)
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

APPENDICES C

Recording of information on CPOMS

A simple Guide

1. Ask yourself: Is this child safe going home tonight?

If in doubt, check it out!

YES

Speak to the parent. If the story corroborates the information, NO FURTHER ACTION.

NO

Go straight to the DSL (or DS team member if not available)

-take notes with you if needed
DO NOT DELAY BY RECORDING ON CPOMS

Still concerned?

Story doesn't match?
Something not feel right?

1. Speak to DST or DSL
2. THEN record on CPOMS (one lozenge for prime area)
3. Check actions with DSL

Add to CPOMS for DSL/DST to review.

DSL (or DS Team):

1. **Ring ACCESS team to;**
2. **Log child's name, incident and receive advice**

ACTION

1. **DSL or DST phone Access team to log and receive advise -record date, time, CHILD'S NAME**
2. **DSL or DST Update CPOMS with ACTION**

Action

1. **Follow advice given**
2. **Record on CPOMS -get times, dates and name of staff spoken to at Access Team**

Action

1. **Make Referral with ACCESS TEAM by following safer referral protocol**



PROTOCOL FOR DSL Leaving School Site

Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The Designated Safeguarding Lead for Skelton Primary School is Andy Woolf.

This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead should liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018*. **There should always be cover for this role.**

There are occasions when the Designated Safeguarding Lead leaves school site at a time when the school is open to children. These times include attendance at Strategy Meetings, Case Conferences and LCSB Safeguarding training.

When leaving site the DSL-

- * must inform a DDSL (Sarah Walker, Tracy Hill or Charlotte Bonas)
- * should inform main staff by leaving a message on the staffroom notice board
- * must sign out in the Front Office thereby informing administrative staff

For any prolonged period of absence due to illness, a DDSL will assume the position of DSL and carry out the responsibilities held as part of that role.

Guide to CPOMs categories- Choose only main issue

Child Protection

THE MOST SERIOUS CATEGORY.

Only put information in here regarding children currently on a child care plan. If this is a new child's incident- see Designated Safeguarding Team to complete Serious Case A3 Log.

Safeguarding Referral

Only to be completed by DST team referring child to Social Care

Safeguarding Care Plan

Notes/ actions from Conference or Core group. You will be advised by DST when there are actions for you to complete.

Child In Need

Categories for Child in Need- Complex or Child in Need-Early Help. Any child in this category will be known to you. This is for reporting any incidents involving CIN children. Inform Care Team and DST.

Complex

e-safety

Any e-safety incidents. Inform care team member or DST if considered a significant risk.

Home Issues

Issues that have occurred at home. See safeguarding CPOMs flow chart to decide if this is a major incident or not.

Parental Contact Issues

Issues around children being picked up late continually, parent access rights etc. Inform Care Team.

D.V- Encompass

Completed by person receiving encompass phone call. Inform DST. This is highly unlikely to be anyone other than DSL team.

LAC

Information regarding LAC child's incidents or feedback from LAC reviews etc. Inform Class Teacher and Tracey Hill (LAC co-ordinator)

Behaviour

Behaviour= Incidents on the playground or in class. This will replace our behaviour tracker. Inform class teacher and/or team leader
Not to be used for any safeguarding concerns.

Pupil Premium

Any Pupil Premium issues involving the child- School bought new uniform etc. Must be linked to Pupil Premium champion.

SEN information and data.
Inform SENDCo.



CHILD PROTECTION POLICY (statutory)

Appendix D: Professional Challenge Procedure

Child protection work is stressful and complex, as well as involving uncertainty, and strong feelings.

To ensure that the best decisions are made for children the professionals working in such a difficult area need to be able to challenge each other's practice.

Challenge is not comfortable so a system for such challenge should be available.

The system should explain how to challenge, who to contact, gives permission for it and see it as a legitimate, normal part of professional work between partner agencies.

Purpose

- To establish processes to ensure a culture which promotes professional challenge.
- To ensure that staff in all agencies are competent and confident in challenging practice in the child's best interests.

Introduction

Professional challenge is a positive activity and a sign of good professional practice, a healthy organisation and effective multiagency working.

Being professionally challenged should not be seen as a slur on the person's professional capabilities.

Many serious case reviews, both nationally and locally, have identified an apparent reluctance to challenge interagency decision making. The serious case reviews have often identified one, if not more, professional(s) who is/are concerned with a decision made by a different agency. However, the serious case reviews have identified that their concerns have not been followed up with robust professional challenge which may have altered the professional response.

Professional challenge and critical reflection about the focus and intended outcome of intervention should include questioning and being open to professional challenge from colleagues as well as being confident to challenge others.

Professional challenge is a fundamental professional responsibility. In this context it 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.

Many professional challenges will be resolved on an informal basis by contact between the professional raising the challenge (or their manager) and agency receiving the challenge and will end there.



CHILD PROTECTION POLICY (statutory)

How should a professional make a challenge?

1. Any professional who is unhappy about the decision/action should contact the professional who made the decision/took the action to express their views and concern and discuss/explore the basis of that decision.
2. If the issue cannot be resolved between them both professionals should raise the issue with his/her manager/Named professional.
3. If the manager considers it appropriate an interagency meeting should be held between the agency raising the professional challenge and the receiving agency to discuss the different views. At this point the LSCB Business Support Team should be notified of the nature of the professional challenge.
4. If the issue cannot be resolved at this interagency meeting the worker's manager should discuss it with the relevant head of service.
5. If resolution still cannot be found, the relevant head of service should raise the issue with the agency's representative on the Local Safeguarding Children Board.

The threshold for reporting the use of professional challenge to the LSCB

The threshold for reporting professional challenge to the LSCB is when it becomes necessary to move to stage 3 above. (i.e. it has not been possible to satisfactorily resolve the issue at stages 1 and 2 and an interagency meeting is held between the agency raising the professional challenge and the receiving agency to discuss the different views).

In summary the system is to raise the difference with the worker concerned.

If agreement is not possible go to their line manager and record under the Professional Challenge lozenge on CPOMS.

If there is still no agreement contact the Designated Safeguarding Team.

And if still no resolution take the matter to the LCSB.

That can be done through the headteacher representatives on the safeguarding board.

Record discussions at each step on the child's file.



CHILD PROTECTION POLICY (statutory)

Appendix E

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Children & the court system	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
	Child arrangements information tool	
Children missing from education, home or care		
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Criminal Exploitation (CCE)		
Child Sexual Exploitation (CSE)	Child sexual exploitation: definition and guide for practitioners	Department for Education
County Lines	Criminal exploitation of children and vulnerable adults: county lines	Home Office
Domestic Abuse		
Operation Encompass	Operation Encompass Website	
National Domestic Abuse Helpline	NSPCC – UK domestic-abuse Signs Symptoms Effects Refuge – what is domestic violence/effects of domestic violence on children SafeLives: Young people and domestic abuse	
Homelessness	Homeless Reduction Act Factsheets	Ministry of Housing, Communities & Local Government
	Homelessness Reduction Act: policy factsheets	
So-called 'honour-based' abuse (inc FGM & Forced Marriage)	Mandatory reporting of female genital mutilation procedural information FGM Fact Sheet Forced Marriage statutory guidance Forced Marriage multi-agency guidelines	Department for Education & Home Office



CHILD PROTECTION POLICY (statutory)

Preventing Radicalisation	Government's Counter Extremism Strategy Revised Prevent Duty Guidance for England & Wales Terrorism Act 2000	Home Office
The Prevent Duty	Prevent duty guidance: for England & Wales Prevent duty guidance: for further education institutions	Home Office
Channel	Channel Guidance Prevent Duty Prevent awareness e-learning Prevent referrals e-learning Channel awareness e-learning Educate Against Hate Prevent for FE & Training	Home Office Home Office Channel Awareness Educate Against Hate Education & Training Foundation
Peer on peer/child on child abuse		
Sexual violence and sexual harassment between children in schools & colleges	Sexual Offences Act 2003 What is consent? PSHE Teaching about consent Project deSHAME What to do if you're worried a child is being abused Domestic abuse: Various Information /Guidance Faith based abuse: National Action Plan Relationship abuse: disrespect nobody	Disrespect Nobody PSHE Association Childnet International DfE Home Office DfE Home Office
Bullying	Preventing and Tackling Bullying	DfE



CHILD PROTECTION POLICY (statutory)

	Cyber bullying: advice for headteachers and school staff	DfE
Children missing from education, home or care	Children missing education Child missing from home or care Children and adults missing strategy	DfE DfE Home Office
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's & HM Prison & Probation Service
Child Exploitation	Trafficking: safeguarding children	DfE & Home Office
Drugs	Drugs: advice for schools Drug strategy 2017 Information and advice on drugs ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	DfE & ACPO DfE & ACPO Talk to Frank Mentor UK
'Honour Based Abuse' (so called)	Female genital mutilation: information and resources Female genital mutilation: multi agency statutory guidance	Home Office DfE, DH & Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children Rise Above: Free PSHE resources on health, wellbeing and resilience Medical-conditions: supporting pupils at school Mental health & behaviour	DfE, DH & Home Office Public Health England DfE DfE
Homelessness	Homelessness: How local authorities should exercise their functions	Ministry of Housing, Communities & Local Government
Online	Sexting: responding to incidents and safeguarding children	UK Council for Internet Safety
Private fostering	Private fostering: local authorities	DfE



CHILD PROTECTION POLICY (statutory)

Radicalisation	Prevent duty guidance Prevent duty: additional advice for schools Educate Against Hate website Prevent for FE & Training	Home Office DfE DfE & Home Office Education and Training Foundation
Upskirting	Upskirting know your rights	UK Government
Violence	Gangs and youth violence: for schools & colleges Ending violence against women and girls 2016-3030 strategy Violence against women and girls: national statement of expectations for victims Sexual violence and sexual harassment between children in schools and colleges Serious violence strategy	Home Office Home Office Home Office DfE Home Office