Safeguarding and Child Protection Policy – Autumn 2018

‘Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment, preventing impairment of children’s health 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’ (Keeping Children Safe in Education – 2018)

The policy reflects current legislation, accepted best practice and complies with the statutory guidance: Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2018, as well as the departmental advice for schools and childcare providers regarding the PREVENT duty.

Other policies that all staff need to be familiar with and adhere to are:

- PSHE (Included in the GPS Curriculum)
- Confidential Reporting policy for staff in school
- Behaviour
- Attendance
- Special Educational Needs and Disability policy
- Health and Safety
- School Risk Assessments
- Safer Recruitment
- Discipline and Grievance Procedures
- Keeping Safe online
- Early Years
- Staff Code of Conduct

A range of documents are also available to support safeguarding, which are referenced in this policy. These are all saved in the Safeguarding Policy Folder. This folder is kept electronically on the server, staff shared area, policies. A copy of the policy is also available on the School Bus Compliance Manager.

Introduction

At Grange Primary School, the governors and staff fully recognise the contribution the school makes to safeguarding children.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils’ social, physical, emotional and moral development.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (Keeping Children Safe in Education – 2018)

As stated above, we recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. This includes measures to protect staff and pupils from extremist views that contradict fundamental British values.

‘All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection...Staff working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned...If staff have any concerns about a child’s welfare, they should act on them immediately.’’ (Keeping Children Safe in Education – 2018)
Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with: Working Together 2018 and Keeping Children Safe in Education 2018.

The aims of this policy are to:

- confirm that the pupils’ development is supported in ways that will foster security, confidence and independence
- ensure the awareness of all employees and volunteers associated with Grange, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse (Appendix 1)
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the links with the school’s policy for safer recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with colleagues from the Children’s Hub within Hartlepool Borough Council, other agencies and, where appropriate with similar services in neighbouring authorities.

Awareness through the Curriculum

- The school recognises the importance of developing pupils’ awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme, which is included in our wider GPS Curriculum, provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
  - safely explore their own and others’ attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
  - use assertiveness techniques to resist unhelpful pressure.
  - online Safety
  - awareness of the Prevent agenda, appropriate to age and stage of development.

Supporting pupils

- Staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all pupils by:
  - discussing child protection cases with due regard to safeguarding the pupil and his or her family
  - supporting individuals who are or thought to be in need or at risk
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- encouraging self-esteem and self-assertiveness, including through pastoral interventions/programmes and direct adult support sessions.
- challenging and not condoning aggression, bullying or discriminatory behaviour
- promoting a caring, safe and positive environment.

Signs and symptoms of abuse

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

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

There are four categories of abuse (see Appendix 2 for more detailed information):

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

The following non-specific signs may indicate something is wrong:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Child is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don’t want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners’ concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

Staff should also refer to ‘What to do if you’re worried a child is being abused – Advice for practitioners 2015’ which is saved in the Safeguarding policy folder.
Specific Safeguarding Issues

All staff should have an awareness of specific safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Drug/ alcohol abuse
If a member of staff has a concern regarding drug/ alcohol abuse either about a pupil’s own use, or about a parent/ carer’s use, they should follow the same procedures for all safeguarding concerns. In addition, if a parent/ carer appears to be under the influence of drugs or alcohol when collecting a pupil, and they are concerns about how they are presenting, a designated officer or Senior Member of staff should be contacted to evaluate and follow up the situation.

Sexting
Sexting is also called ‘youth produced sexual imagery’. Sexting is defined as the sharing of sexual images (still photos or moving videos) created by young people, involving someone under the age of 18. If staff become aware of a concern re sexting, they should follow the same procedures for all safeguarding concerns. Designated staff will consult the non-statutory guidance when dealing with the concern, which can be found in the safeguarding policy folder.

Peer to Peer Abuse
All staff should be aware that safeguarding issues can manifest themselves via peer to peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (see above) and initiation/hazing type violence and rituals. The risk of Peer to Peer abuse should be minimised through appropriate coverage in lessons and by appropriate actions following any concerns regarding peer to peer relationships or friendships, including the awareness of how pupils feel. Peer to Peer abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. If staff become aware of a concern regarding peer to peer abuse, they should follow the same procedures for all safeguarding concerns for a thorough investigation to take place.

Children Missing from Education
A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Our school attendance policy has detailed procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing. We aim for first day contact with a maximum of three days before a home visit is carried out and if no response we would contact the Education Welfare Officer at the Local Authority to seek their involvement. We would work closely with the EWO and follow LA procedures for dealing with children that go missing from education.

Domestic Abuse
We recognise that some children may be affected by domestic abuse. The NSPCC, Refuge and SafeLives all have advice on how children who are affected by domestic abuse can be identified and supported which we will refer to as appropriate.

The school will liaise closely with all involved with Operation Encompass, following up any telephone calls made regarding events linked to domestic abuse. We will complete a log of incidents and act upon anything as required.

Child Sexual Exploitation ( CSE )
Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot
be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation and although this area tends to be linked with children older than ours, but as stated earlier in the policy, we need to maintain the ‘it could happen here’ attitude:

• Children who appear with unexplained gifts or new possessions;
• Children who associate with other young people involved in exploitation;
• Children who have older boyfriends or girlfriends;
• Children who suffer from sexually transmitted infections or become pregnant;
• Children who suffer from changes in emotional well-being;
• Children who misuse drugs and alcohol;
• Children who go missing for periods of time or regularly come home late; and
• Children who regularly miss school or education or do not take part in education.

The Prevent Duty 2015
Section 26 of the Counter-Terrorism and security Act 2015 states schools must have ‘due regard to the need to prevent people from being drawn into terrorism.’
We have a duty to promote pupils welfare and protect children from the risk of radicalisation and extremism (including online) by supporting children and protecting them from risk. This will be carried out through the schools safeguarding procedures and includes risk assessment, working in partnership, staff training and IT policies – Staying safe online. We will ensure internet filters are in place to ensure pupils are not exposed to inappropriate content, including extremist material. Staff will be given training on specific safeguarding concerns such as extremism. We will promote fundamental British Values through lessons and assemblies and staff will challenge extremist views. Visiting speakers will always be checked to ensure they are suitable and supervised appropriately.

Radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies including the Channel Programme, Police or social care.

Honour based’ violence including Female Genital Mutilation (FGM)
So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. All staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

There are a number of factors in addition to a girl’s or woman’s community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

• a female child is born to a woman who has undergone FGM;
• a female child has an older sibling or cousin who has undergone FGM;
• a female child’s father comes from a community known to practise FGM;
• the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
• a woman/family believe FGM is integral to cultural or religious identity;
• a girl/family has limited level of integration within UK community;
• parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
• a girl confides to a professional that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’;
• a girl talks about a long holiday to her country of origin or another country where the practice is prevalent;
• parents state that they or a relative will take the girl out of the country for a prolonged period;
• a parent or family member expresses concern that FGM may be carried out on the girl;
• a family is not engaging with professionals (health, education or other);
• a family is already known to social care in relation to other safeguarding issues;
• a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
• a girl talks about FGM in conversation, for example, a girl may tell other children about it – it is important to take into account the context of the discussion;
• a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
• a girl is unexpectedly absent from school;
• sections are missing from a girl’s Red book; and/or
• girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

This is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age.

If staff have a concern regarding a child that might be at risk of HBV, they should follow the school’s safeguarding procedures. In addition, where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires them to contact the police. See FGM Mandatory Reporting Factsheet included in the safeguarding policy folder.

Responsibilities

i. The governing body will:

• identify link governors for Safeguarding and Looked After Children: Miss Christine Brown and Mr James Sinclair
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- ensure a member of the governing body is nominated to 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, a member of staff or member of the governing body
- ensure that the school has appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare, including a child protection policy, a staff code of conduct and behaviour policy and procedures.
- ensure that these policies and procedures take into account the policies and procedures of the Local Authority.
- Recognise the importance of information sharing between professionals and local agencies as detailed in Working Together to Safeguard Children Chapter 1. (saved in safeguarding policy folder)
- ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe
- ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- operate safer recruitment procedures and make appropriate staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with LADO procedures. In doing so, this creates a culture of safe recruitment and, as part of that, recruitment procedures help deter, reject or identify people who might abuse children (Keeping Children Safe in Education 2018).
- ensure at least one member of an appointing panel will have attended safer recruitment training
- appoint a member of staff of the school leadership team to the role of designated safeguarding lead
- ensure the school keeps an up to date single central record
- monitor adequacy of resources committed to child protection, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- make sure that the safeguarding & child protection policy is available to parents on request
- ensure this policy and practice complements other policies e.g. Behaviour, Keeping Safe online policy, including cyber bullying, health and safety etc.
- ensure appropriate filters and monitoring systems are in place, being careful that ‘over-blocking’ does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- ensure children are taught about safeguarding, including online, through appropriate teaching and learning opportunities, as part of a broad and balanced curriculum and is included in relevant lessons.
- ensure that governors have completed the necessary recruitment checks including DBS check.

Allegations against the Headteacher

Where an allegation is made against the Headteacher the Chair of the Governing Body should be informed, as well as the Local Authority Designated Officer (LADO).

The role of the linked governors for safeguarding shall include:

- Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

ii. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school website or by other means.
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- designated staff keep up to date with changes in legislation and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- she undergoes child protection training which is updated regularly (currently every 2 years) any fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

iii. **The Designated Safeguarding Lead has the lead responsibility for safeguarding and child protection. This is:** Mrs Leanne Yates (Headteacher)

**Deputy Designated Safeguarding Leads are:**
- Mrs Emma Vickers (Family Support Officer) * Maternity Leave October 2018- return covered by Mrs Katherine Ward
- Mrs Melony Hall (Family Support Officer)
- Mrs Sam Musgrave (Deputy Headteacher)
- Mr Adam Merritt (Assistant Headteacher)
- Ms Androulla Easton (SENDCO)

At Grange Primary School, the activities of the Designated Lead are delegated to the Family Support Officers with support from the other Deputy Designated Safeguarding Leads. The ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility is not delegated.

Keeping Children Safe in Education 2018, includes Annex B, which details the role of the Designated Safeguarding Lead. This guidance is adhered to, and summarised in the bullet points below.

**All Designated Safeguarding Leads and Deputies will:**
- have their roles explicitly defined in their job descriptions
- ensure they are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo child protection training as necessary (currently every 2 years) and update their knowledge and skills at regular intervals and at least annually through meetings with other designated safeguarding leads, wider reading and e-bulletins.
- Refer cases of suspected abuse to the local authority children’s social care as required or support staff who make referrals to them, ensuring as much contextual information is included as part of the referral process. refer cases to the Channel programme where there is a radicalisation concern as required.
- where there are concerns about a member of staff being involved, contact the Local Authority Designated Officer (LADO)
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- liaise with the Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- refer cases where a crime may have been committed to the Police as required
- be able to access the contents of local procedures and make these accessible to all staff through access to the following website [http://www.teescpp.org.uk/](http://www.teescpp.org.uk/)
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated and deputy safeguarding leads and the school’s procedures for safeguarding children. (Appendix 1)
- be aware of the role of Early Help, and where appropriate support staff members in liaising with other agencies and setting up inter-agency assessments or acting as a lead professional.
- respond appropriately and timely to all concerns relayed, using the key threshold document ‘Providing the right support to meet children’s needs in Hartlepool and Stockton-On-Tees’ found in the safeguarding policy folder.
- ensure appropriate reports are completed and shared as appropriately for meetings
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads where appropriate e.g. where there are concerns about a pupil who is ‘looked after’
- ensure skills, knowledge and understanding to keep previously LAC and currently LAC safe.

ensuring that:
- written records of concerns are kept, even if there is no immediate need for referral; and monitored (predominantly through the use of CPOMS).
- all child protection records are marked as such and kept secure, and if these are stored electronically, that they are securely protected from the pupils’ other files, and accessible only by the Headteacher/designated leads.
- all pupil records related to safeguarding are kept and marked appropriately
- if there are concerns about attendance and a pupil’s wellbeing and safety, the Education Welfare Officer is contacted
- if a pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- phone calls about absences are similarly logged and dated
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is forwarded under confidential cover and separate from the pupil’s main file to the designated lead for child protection in the receiving school
- where a pupil has a child protection plan and transfers to another school;
  - the designated lead in Safeguarding is informed immediately
  - their child protection file is copied or their CPOMS file transferred to any new school (or to the Social/Children’s Services within the new authority if the pupil is transferring to a school in another authority) as soon as possible
  - Child Protection information is transferred separately from the main pupil file
  - retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
  - consideration has been given and appropriate action has been taken to ensure any other information about the pupil should be shared with the new school in advance of them starting.

iv. The staff

- All staff, teaching and non-teaching, volunteers and others working in school need to:
  - provide a safe environment in which children can learn.
  - be aware of the Early Help process and understand their role within this.
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- Identify concerns and emerging problems early, including those which may benefit from Early Help.
- Know, be aware of and alert to signs and symptoms of harm and abuse
- Be aware that to safeguard children, they have a duty to share information with the designated/deputy designated lead, and through them, with other agencies
- Follow the school procedure for dealing with concerns (Appendix 1), including making their own referral to children’s social care if necessary
- Know what to do if a child tells them he/she is being abused or neglected, including not promising to keep a secret.
- Know how to record concerns following the school procedure (Appendix 1).
- Undergo child protection training as part of induction training, which is updated as needed, through a range of routes, including online training, face to face multi-agency group training, staff meeting updates and electronic bulletins. Updates should be accessed at least annually to ensure they have the relevant skills and knowledge to safeguard children effectively.
- Complete appropriate school reports and records as required to ensure all necessary information is available at meetings, core groups and conferences.
- Always act in the best interest of the child when concerned about their welfare.
- Maintain an attitude of ‘it could happen here’
- Read and keep up to date with key documents, including Keeping Children Safe in Education 2018.
- Raise concerns about poor or unsafe practice and potential failures in school safeguarding regimes to the Headteacher, member of the Senior Leadership Team or Chair of Governors as appropriate.

Dealing with concerns

Immediate response to the pupil

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:
- Listen to the pupil, if you are shocked by what is being said, try not to show it.
- It is OK to observe bruises but not to ask a pupil to remove their clothing to observe them.
- If a disclosure is made,
  - Accept what the pupil says.
  - Stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is our role to listen - not to investigate.
  - Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
  - Be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
  - Acknowledge how hard it was for the pupil to tell you.
  - Do not criticise the perpetrator, the pupil might have a relationship with them.
  - Do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.
- Make regular check ins on the pupil/ take appropriate action to ensure their wellbeing.

Recording information

- Make some brief notes at the time or immediately afterwards (if possible on CPOMs and if not available on paper/computer).
- Record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow” Do not take photographs unless specifically requested to by the designated lead. Use the body map on CPOMS where possible.

- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff.

**Reporting concerns to the Designated Lead or Deputy Designated Lead**

Any concern should be discussed in the first instance with the Designated Lead/ Deputy Designated Lead as soon as possible. A Family Support Officer(Deputy Designated Lead) should be the first point of contact if available, followed by Leanne Yates (Headteacher) if she is unavailable. If neither are available, any other Deputy Designated Lead should be contacted. In the event of all designated leads being unavailable remember that anybody can make a referral. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to the first contact team immediately.

**Confidentiality**

- The personal information about all pupils’ families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated lead/ deputy designated leads will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- where there are concerns about a pupil’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil’s welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

**Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Family Support Officers(Deputy Designated Lead) will be responsible, under the direction of the Designated Lead Headteacher) to promote the educational achievement of children who are looked after and will access appropriate training.

The Family Support Officers will ensure staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also keep up to date information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. They 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. They will also ensure that SIMS and CPOMS is updated as needed.
Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- 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

Staff should therefore take the above into account when safeguarding this group of children.

Working with Parents/Carers

Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to the Children’s Hub. Where there are any doubts, the designated lead should clarify with the Children’s Hub whether, and if so when and by whom, the parents/carers should be told about the referral. The pupil’s views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that. The school aims to help parent/carers understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil’s welfare.

Early Help

As stated in the responsibilities section, all staff should be aware of the role Early Help can and should play in providing support as soon as a problem emerges at any point in a child’s life, from the foundation years to the teenage years. Early Help referrals could be an outcome from a safeguarding concern or could be an action following a discussion with staff and a designated lead, in particular Family Support Officers, or following a discussion with parents/carers. Indicators to help staff recognise the potential need for Early Help, include the signs and symptoms of abuse as detailed above. In addition, a child being privately fostered is also a potential indicator (see below).

Liaison with other agencies and setting up an inter-agency assessment as appropriate will take place. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Early Help involvement and communication will be logged on CPOMS. Cases involving Early Help or any other support will be kept under constant review and consideration given to a referral to children’s social care through the Children’s Hub if the child’s situation doesn’t appear to be improving.

Private Fostering

**Private fostering** is when a child under the age of 16 (or under 18, if the child is disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility or a relative in their own home. A child is not privately fostered if the adult caring and accommodating them has done so for less than 28 days and does not intend to do so for longer.

If any staff member becomes aware of a private fostering arrangements, the Family Support Officer should be informed, who will ensure any arrangements are reported to the LA to allow the LA to check the arrangements are safe. Private fostering
Use of ‘Reasonable Force’

‘There are circumstances when it is appropriate for staff in schools to use ‘reasonable force’ to safeguard children. The term ‘reasonable force’ covers the broad range of action 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 persona 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 include 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.’ (Keeping Children Safe in Education, 2018)

Departmental advice for schools is available and is used at Grange Primary School. Our school behaviour policy included more detail about the systems in place to support the use of ‘reasonable force’ where necessary, which includes details of appropriate training and procedures to follow.

The Department believes the adoption of a ‘no-contact’ policy at a school can leave staff unable to fully support and protect their pupils. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Dealing with concerns about another staff member

If staff have concerns about another member of staff, including those related to the safeguarding of children, they should pass these concerns immediately to the Headteacher. If the concern is related to the Headteacher, the concerns should be passed to the Chair of Governors. The LADO (Phil Curtis) will be contacted to report and follow up such allegations.

Whistleblowing

The confidential reporting policy for staff in school should be followed at all times. Where a staff member feels unable to raise an issue with the Headteacher, Senior member of staff or the Chair of Governors, or feels that their concern is genuinely not being addressed, other whistleblowing channels may be open to them including the NSPCC whistleblowing helpline (0800 028 0285).

Safer Recruitment

As a school we have adopted the Safer Recruitment HR policy and ensure that at least one member of the appointment panel is safer recruitment trained. Anyone teaching, training, instructing, caring for or supervising children are likely to be engaging in regulated activity and will be required to have an enhanced DBS check, which includes barred list information. This includes volunteers or students who may be left unsupervised. Checks needed for supervised volunteers should be determined by Annex F of Keeping Children Safe in Education 2018. If work is started before the DBS check is complete, we will ensure that the barred list and other checks are complete and there is appropriate supervision. (See page 29 of Keeping Children Safe in Education for additional guidance.) Checks to ensure individuals are not disqualified under childcare (disqualification) Regulations 209. For teachers, the Teacher Services system is checked for any prohibition.

All new appointments will be subject to pre-appointment checks as per the LA Safer Recruitment policy and references are sought before interview so that any concerns can be explored further and taken up with the candidate before appointment.
Single Central Record

This is kept up to date by the School Business Manager (Mrs Dunning) and checked regularly by the Designated Safeguarding Lead (Headteacher) and the Chair of Governors or other link governor for Safeguarding. It covers all staff including supply staff, teacher trainees on salaried routes and volunteers where checks are carried out.

Contractors

Office staff should ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites. Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Office staff, in discussion with the Designated Safeguarding Lead, are responsible for determining the appropriate level of supervision depending on the circumstances. If a contractor is self-employed, we will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. Office staff will always check the identity of contractors and their staff on arrival at the school.

Visitors

We do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Staff will use their professional judgment about the need to escort or supervise visitors. The staff member organising an event will also check the content of any speeches or materials that visitors prepare to ensure that inappropriate content is not used, including those that may be deemed to have extremist views.

Professional development

The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns. The Senior Leadership Team will ensure staff are given mandatory induction, which includes familiarisation with child protection policy, Staff Code of Conduct, behaviour policy, the Designated leads in the school, their responsibilities and procedures to be followed. All staff will be directed to and have access to part one of Keeping Children Safe in Education 2018. Safeguarding training will be accessed before or during the induction period, with regular updates being accessed as appropriate. As stated above, the Designated Lead and Deputy Designated leads will access safeguarding updates at least every 2 years. A training register is kept to indicate when staff and governors have been trained.

- Safer recruitment training has been attended by: Mrs Leanne Yates, Mrs Ellen Dunning, Mrs Sam Musgrave. Mr Adam Merritt, Mr James Sinclair (Co-Chair of Governors), Miss Christine Brown (Vice Chair of Governors)

Written by: Leanne Yates (Designated Lead)
Agreed and adopted by governors’ 11th December 2018  Review due by : December 2019
Appendix 1

Safeguarding/ Disclosure Guidelines

Designated Lead: Mrs L Yates (Headteacher) Deputy Designated Leads: Mrs E Vickers (*Mrs K Ward- Maternity Cover), Mrs M Hall, Mr A Merritt, Mrs S Musgrave and Ms A Easton

What to do if....

- A child says or does something which might indicate a concern for their safety or well-being.
  - If a child wishes to speak to you and asks that you do not tell anyone it is imperative that you explain to the child that you will listen but will have to pass the information on if you feel they are at risk or are a risk to others.
  - Listen carefully to what the child is saying but do not ask leading questions. The following information should try to be gathered:
    - Who...
    - When...
    - Where...
    - With what...
    - How...
    - Why...
  - ‘Tell me more’ is a good phrase to use to gather this information without asking leading questions.
  - It is important to gather as much information as possible at this stage, as it is often much more difficult to gather the required information for a referral (if required) after this initial conversation/ observation.
    - Write down exactly what was said or done and pass it onto a Family Support Officer or another designated officer as soon as possible, preferably using CPOMS, using the tag ‘Safeguarding Concerns/Incidents’. This should include where you were when the child told you, who else was there, what the child said in their words (where possible), what the child showed you, what you said to the child and what happened after the child told you. It should also include how the child presented themselves.
    - Pass on your concerns to a Family Support Officer immediately or as soon as possible, informing them that you have logged a concern on CPOMS or discussing the concern in person.
    - If a Family Support Officer is not available then pass your concerns onto Mrs Yates or another Deputy Designated Lead.

Do not delay in passing on these concerns as further action may need to be taken. In the unlikely event you cannot reach any of the designated leads please contact the Children’s Hub on 01429 284284 to pass on your concerns and seek advice. Jemma Nicolle is the current Children’s Hub contact for Education.

What to do if...
- You have concerns regarding changes in their behaviour.
- You have concerns regarding their presentation in school.
  - Record your concerns on CPOMS using the tag ‘Safeguarding concerns/incidents’ or speak to Mrs Vickers/Mrs Hall if you are more concerned and feel that you would like some advice/ need to ensure she is notified of the concern more quickly.

Key reminders:
- Do NOT share with parents/carers the fact that you are aware of issues within the family.
- Any information given to staff is shared on a need to know basis and is not for open discussion.


Appendix 2 – Types of Abuse (taken from Keeping Children Safe in Education 2018)

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

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

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

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