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## 1.0 Relevant Documentation

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

1. Keeping Children Safe in Education (KCSIE) – 2016
2. Tees Child Protection Web Based Procedures - [www.teescpp.org.uk](http://www.teescpp.org.uk)
3. Procedure for Managing Allegations against Staff, Carers and Volunteers –Tees LSCB
4. Safeguarding Children and Safer Recruitment in Education (2006)
5. The Children Act 2004 (Every Child Matters)
6. The Sexual Offences Act 2003
7. Section 175 Education Act 2002
8. What to do if you're worried a child is being abused (2003)
9. Working Together to Safeguard Children (2015)
10. Data Protection Act 1998
11. Anti-bullying policy
12. Staff Disciplinary Policy (Code of Conduct)
13. Staff Recruitment Policy
14. Prevent Duty 2015
15. Guarding against Radicalisation & Extremism Policy
16. Attendance Policy
17. Mobile Phone usage
18. ICT acceptable usage Policy & Online Safety Policy
19. Whistleblowing Policy
20. Single central Register
21. Disqualification under the Children's Act 2006
22. Health & Safety Policy
23. Staff & Volunteers handbook

Additional guidance on how our school supports the following areas of need, additional need or harm are hyperlinked to the areas identified below from Keeping Children Safe in Education, 2016. These must be read in conjunction with our Child Protection Policy.

The areas include:

- [Bullying including cyberbullying](#)
- [Children Missing Education Keeping Children Safe 2016 \(Annex A\)](#)
- [Children Missing Home or Care](#)
- [Child Sexual Exploitation – \(CSE\) & Keeping Children Safe 2016 \(Annex A\)](#)
- [Domestic Violence](#)
- [Drugs](#)
- [Fabricated or Induced Illness](#)
- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\) Keeping Children Safe 2016 \(Annex A\)](#)
- [Forced Marriage – Keeping Children Safe 2016 \(Annex A\)](#)
- [Gangs and Youth Violence](#)
- [Gender Based Violence/Violence Against Women and Girls \(VAWG\)](#)
- [Hate](#)
- [Mental Health](#)
- [Missing Children and Adult Strategy](#)
- [Private Fostering](#)
- [Preventing Radicalisation Keeping Children Safe 2016 \(Annex A\)](#)
- [Relationship Abuse](#)

- [Sexting - new guidance from DfE](#)
- [Trafficking](#)

THESE HYPERLINKS SHOULD BE ACCESSED IN SPECIFIC CASES OF VULNERABILITY IN EACH OF THESE AREAS.

## **2.0 Scope**

To provide clear direction to all staff, visitors, volunteers and information to parents, in codes of behaviour and managing Safeguarding & Child Protection welfare issues. 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.

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 South Bank 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.

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 Redcar and Cleveland Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the Borough.

South Bank Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm. This document has been written in line with procedures set out by the Tees Local Safeguarding Children's Board (LSCB).

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 First Contact Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2016 contains information on what schools should do and sets out the legal duties with which schools must comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

South Bank Primary 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

Through their day-to-day contact with children, all staff have a crucial role to play in identifying Safeguarding indicators or possible abuse or neglect, referring concerns to the DSL or DDSL's.

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.

### **3.0 Introduction**

South Bank Primary fully recognises its responsibilities for Safeguarding and Child Protection and the contribution it can make to keeping children safe and supporting the pupils in its care.

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 South Bank Primary will:

- Expect all staff as a requirement to annually read and sign the current DfE document 'KCSIE' 2016 (Part 1)
- Governing Body members will be expected to read and sign the complete KCSIE 2016 (Part 1-4 )
- Ensure Safer Recruitment and Vetting practises are followed, therefore checking the suitability of staff and volunteers who wish to work with our children – See separate Safer Recruitment policy.
- Raise awareness of Safeguarding / Child Protection issues to staff, parents and children and all visitors to the school.
- Ensure there is effective communication between staff in all Safeguarding matters
- Provide and maintain an environment of vigilance 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 suspected cases of abuse to Social Care.
- Work in partnership with parent/carer and other professionals where children have a Protection Plan.
- Help children to understand what is and is not acceptable behaviour towards others and themselves

In our school we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school's ethos promotes a positive, supportive and secure environment and gives children a sense of being valued. Additionally, we not only teach about children's rights, we also model right 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 at least good educational progress.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, in accordance with KCSIE 2016, as:

- **Protecting children** (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 The First Contact Team (01642 771500) 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).
- **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, exploitation, radicalisation and issues such as Honour Based Violence Female Genital Mutilation and Forced Marriage.)
- **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).
- **Taking action** to enable all children to have the best outcomes. (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).

Child abuse can take a variety of forms:

- **Physical abuse** involves hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm. It can also include non-accidental injury to a child (NAI) including deliberate poisoning e.g. by drugs or alcohol, or where injury was knowingly not prevented. This also includes honour based violence (HBV), which is a violent crime or incident which may have been committed to protect or defend the honour of the family or community and / or female genital mutilation (FGM), which is defined as 'all procedures involving partial or total removal of the external female genitalia or other female genital organs.'
- **Sexual abuse** involving forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images. All of these activities could be part of child sexual exploitation (CSE).
- **Emotional abuse** involves persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved. Emotional abuse very often accompanies other types of abuse. Harassment on the grounds of race, culture, creed, gender or disability would also constitute emotional abuse.
- **Neglect** and acts of omission is also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Other specific Safeguarding issues can include:

- Children Missing from Education (CME) – any child failing to attend school regularly, or has been absent without school's permission for a continuous period of 10 school days or more.

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

- Parents who choose to home educate their children
  - Families who move away from the area
  - Children who are medically unfit to attend school
  - Children who are permanently excluded
  - Children who are in custody for more than four months
  - Children who 'run away' from home or go missing
- Preventing Radicalisation – children who are at risk of radicalisation or being drawn into or supporting terrorism and other forms of extremism.
  - 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
  - Supporting children with special educational needs (SEN) and disabilities who can face additional Safeguarding challenges.

As part of the culture of vigilance within school, the staff will look out for the above, as well as other commonly displayed signs or symptoms of abuse. These could include:

- 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

In the event of any of these 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 the ENTIRE South Bank Primary School's workforce

#### **4.0 Staff Role and Responsibilities:**

##### **4.1 The Designated Safeguarding Lead (The Head Teacher)**

The school has appointed Helen Hall as Head teacher to be the Designated Safeguarding Lead. In her absence Ros Halpin will take this role as Acting Headteacher.

This person has overall responsibility for safeguarding and ensures that:

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Safeguarding & Child Protection.
- The Governing Body adopts appropriate policies and procedures to Safeguard children in the school.
- Policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the Safeguarding Policies that are in place and who is the DSL.
- Sufficient resources and time are allocated to DSL(s) to carry out Safeguarding & Child Protection effectively.
- The DSL(s) receive appropriate training for this important role.
- All staff and adults working in the school understand their Safeguarding & Child Protection responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.
- South Bank Primary develops effective working partnerships with relevant agencies and co-operate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related safeguarding meetings.
- The school to provide appropriate reports for Safeguarding /Child Protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Safer Recruitment and Vetting procedures are followed for all appointments of staff including those working in the school in a voluntary / unpaid capacity.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.
- The DSL (DDSL in their absence) has responsibility for coordinating action within the school and liaising with Social Care and other agencies in respect of suspected child abuse.

#### **4.2 Deputy Designated Safeguarding Lead(s)**

The DDSL(s) are:

1. Ros Halpin, Deputy Head
2. Marie Clarke, Pastoral Manager
3. Natalie Innes, Early Years Teacher

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

DSL and DDSL(s) formally supervise each other at least half termly. All staff who lead the supervision sessions have up-to date training to do so. Supervisions may take place in several formats including 1:1 sessions or group discussions. Supervision will be recorded appropriately.

#### **4.3 Role of the DSL and DDSL(s)**

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

**If there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via The First Contact Team (01642 771500)**

All DSLs must adhere to and follow procedures outlined in the Tees Local Safeguarding Children Board Procedures. The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

### **Manage Referrals**

- Refer cases of suspected abuse to The First Contact Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (Missing and Exploited lead), Radicalisation (through the Single Point of Contact for the Channel Panel) or Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to The First Contact Team, Channel Panel or Police as appropriate.

### **Work with others**

- Liaise with the other DSLs to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations the Chair of Governors) and the Designated Officer at the Local Authority for child protection concerns (all cases which concern a staff member)
- 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.
- To attend and represent the school at Safeguarding / Child Protection meetings.

### **Undertake Training**

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals, but at least annually, so they:

- Understand and keep up with any developments to their role
- 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.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the school or college 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.
- 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 or college may put in place to protect them.

### **Raise Awareness**

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

- Ensure the school 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 and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- 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 a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- 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 or college in this.
- Link with the Redcar and Cleveland Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child Protection File**

- Where children leave the school ensure their child protection file is transferred appropriately for any new school as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.
- Be responsible for securely managing Safeguarding & Child Protection files, compiling reports, recording and sharing information appropriately.
- 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.

### **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.
- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

(Taken from Keeping Children Safe in Education, 2016: Annex B)

## **4.4 All Staff (teaching or non-teaching)**

### **Everyone who comes into contact with children and their families has a role to play in safeguarding children.**

Due to our regular contact with children, all staff at South Bank Primary School 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, 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.
- 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 The First Contact Team 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).

- If a child discloses information that suggests possible abuse has taken place we recommend the following:
  - Listen to the child.
  - Never coach or lead the child.
  - Do not investigate or over question the child.
  - Reassure the child they were right to talk.
  - Inform the DSL ASAP.
  - Record events (e.g. what the child has said, word for word using the CPOMS system)
- 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 South bank Primary School's Recording and Information Sharing Policy/Procedure.
- Ensure they always consult with the DSL or DDSL(s) when they first begin to have minor concerns about a child. This process will help clarify what action if any, needs to be taken to meet the needs of the child.
- 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 (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 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance.
- 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.
- Ensure they work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

#### **4.5 Responsibilities of the Governing Body**

##### **The school governors have appointed Karen McGarrity as Designated Safeguarding Governor**

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
- 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.

Where the Safeguarding Governor is NOT the Chair of Governors, the Chair of Governors has this additional role:

- 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 in the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Local Authority Designated Officer (LADO). Therefore ensuring effective whistleblowing procedures are in place.
- 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 undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- 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.

## **5.0 Information for Parents**

At South Bank 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 Redcar and Cleveland Safeguarding Children Board procedures and inform The First Contact Team or police of their concern.

### **5.1 Procedures**

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

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 2015 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**

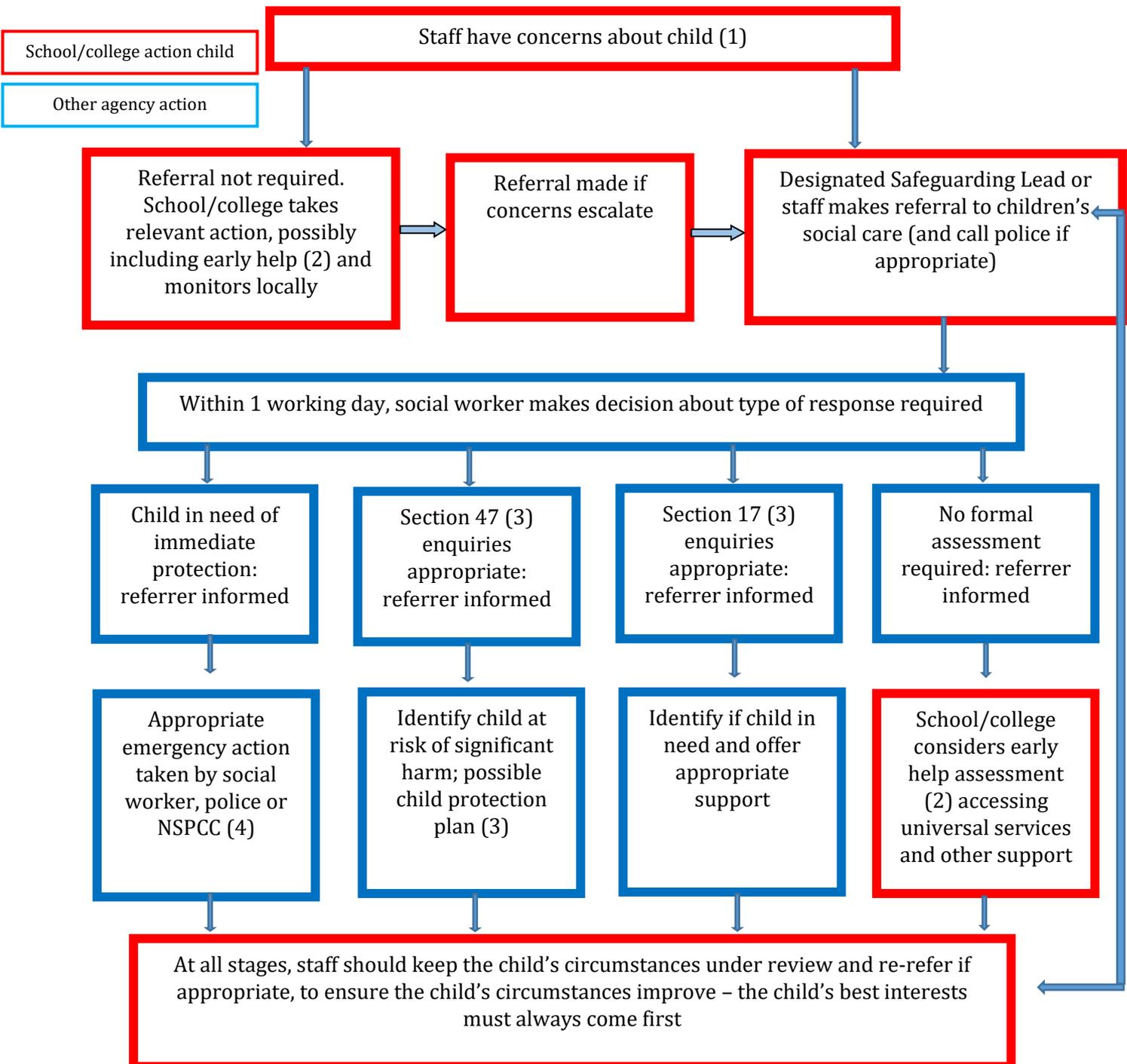
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **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 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.

**The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the First Contact Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.**

## Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
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, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process.
3. 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. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguard Children](#)

## **6.0 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:

### **6.1 Whistle Blowing**

South bank Primary School's Whistle Blowing 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.

### **6.2 Complaints / Allegation Management Towards or with a Child or Adult**

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

- The Head Teacher should be informed immediately and provided with the associated evidence.
- If the allegation is against the Head Teacher then the Chair of Governors should be informed immediately and provided with the associated evidence.
- The Head Teacher or Chair of Governors of the school should seek support and guidance from the local authority (LADO) and follow the '**Procedure for Managing Allegations against Staff, Carers and Volunteers**' provided by Tees Local Safeguarding Children's Board.
- Immediate support and guidance should be sought from:
  - The Local Authority Designated Officer (LADO) – 01642 – 771531  
January 2018 – Loraine Press
  - NSPCC whistleblowing helpline – 0800 028 0285
- Consultation without delay with the Designated Officer Tel: 01642 771531 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.

Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2016: pg 9)

### **6.3 Staff training**

All staff and governors at South Bank Primary receive Safeguarding & Child Protection training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB).

Training covers areas such as:

- Awareness Raising
- Signs and Symptoms
- Internet Safety
- Prevent
- Other appropriate Safeguarding / CP courses

Newly appointed staff receive Safeguarding training within South Bank Primary induction programme and attend specific courses facilitated by the Local Authority (e.g. NQT's).

Staff at South Bank Primary also undertake Safeguarding E-learning courses promoted by the LSCB.

The DSL & DDSL's receive new and refresher Safeguarding & CP training on a termly basis including LSCB facilitated courses and nationally recognised on-line courses (e.g. Prevent).

The Headteacher, Deputy Headteacher and members of the Governing Body have completed Safer Recruitment & Vetting training.

#### **6.4 Confidentiality**

Confidentiality and trust is maintained as far as possible.

Staff act on the basis that the welfare of the child is paramount.

The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).

#### **6.5 Record Keeping**

Well-kept records are essential to good safeguarding practice. South Bank 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 Policies to ensure recording keeping is compliant.

\*Safeguarding Recording within 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. We started electronic recording from January 2017 All recording prior to this is in paper format. Retention guidelines are followed accordingly.

#### **6.6 Attendance at Safeguarding Conferences**

In the event of South Bank 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).

#### **6.7 Supporting Children**

South Bank 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. School may be the only stable, secure and predictable element in the lives of some of the children in its care. 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 abuse 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.

South bank 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.

Therefore South Bank 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 coherent management of Behaviour and Discipline Policy & Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies, including the School Councillor and external 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.

South bank 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 a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

It is also recognised that in a home environment where there is domestic abuse, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

## **7.0 Other related 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 vetting 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) and supervision of those who don't meet this requirement.
- **Staff Behaviour Policy (code of conduct)** The school will ensure that all staff and volunteers are aware of the need for maintaining 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).
- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling.
- **Anti-Bullying Policy/Cyber 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)
- **Inclusion & Special Education Needs Policy.**

- **The Schools Educational Visits/Off Site 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 Abuse Policy.**
- **Guarding against Extremism and Radicalisation Policy**
  - **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
  - **Administration of Medicines Policy and Procedures** with trained staff who manage this.
  - **Pupils with Medical Needs Policy** and implications for the workforce, pupils and partnership with parents.
- **Attendance Management 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.
- **Missing Children Policy** – 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)
- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of LAC in your school and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within the LA who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
  - Unaccompanied Travel To and From School procedure to ensure pupils safety.
- **Single Equality Scheme.**
- **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.

## **8.0 Monitoring and Review**

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/Setting 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/Setting'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.

The Governing Body will ensure that South Bank Primary undertakes the following:

### **This policy should be read in conjunction with:**

'Working Together to Safeguard Children' (March 2015) .The guidance is available via the following link:  
<http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (2016) - 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Education Act 2002 Section 175

[www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Children Act 1989/2004

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

Redcar and Cleveland Safeguarding Children Board Procedures

<http://www.teescpp.org.uk>

CP Referral Form

New Multi Agency Referral Form to Children's Social Care:

[Click here to download the referral form](#)

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](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)

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

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

Safeguarding Vulnerable Groups Act 2006

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

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)