



Child Protection Policy

Date	Amendment	Approval
Nov 20	Updated in line with KCSiE 2020	FBG 12.10.20

Purpose and Aim

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

The purpose of this 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 Prior's Mill CE Primary School to keeping children safe by safeguarding and 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.**

Introduction

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

- 1. Prevention:** positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, criminal and sexual exploitation, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, female genital mutilation and forced marriage.
- 2. Protection:** following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Helen Malbon, Headteacher or Deputy Designated Safeguarding Leads or The Hartlepool and Stockton Children's Hub (01429 284284 / **01642 130080**) directly if necessary. In certain specific cases such as female genital mutilation (mandatory reporting of FGM from October 2015), radicalisation or forced marriage there are SPOCS/named teams and individuals within the police who can be contacted.

3. **Reconsideration:** following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.
4. **Support:** for pupils and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes.

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

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

KCSIE 2020

All staff have a responsibility to recognise child abuse, neglect and peer on peer (**child on child**) abuse in its many forms. **All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.**

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

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines

- Domestic Abuse
- Homelessness
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- FGM
- Forced Marriage
- Preventing Radicalisation
- The Prevent duty
- Channel
- Peer on Peer / Child on Child Abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

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

This policy applies to Prior's Mill CE Primary School's whole workforce.

Framework and Legislation

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Hartlepool and Stockton on Tees Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the borough.

Prior's Mill CE Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Hartlepool and Stockton on Tees Safeguarding Children Partnership <https://www.hsscp.co.uk/> and partner agencies in all cases where there is a concern about significant harm

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

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.

(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in

their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Hartlepool and Stockton Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

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

Roles and Responsibilities For All Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation (CCE), child sexual exploitation (CSE), honour based abuse (HBA) inclusive of female genital mutilation (FGM) and forced marriage, preventing radicalisation (extremism, radicalisation and terrorism), harassment, bullying and victimisation) preventing impairment of children's health (physical and mental 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. This includes everyone under the age of 18.

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

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- 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 Hartlepool and Stockton Children's Hub if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated

Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded on CPOMS.

- 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.
- 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 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 from the 1st July 2015 for schools, 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 or drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 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 they understand through online safety training the additional risks for pupils online and continue to promote the school's Online Safety Policy/acceptable usage in the protection of all pupils. It should be clear in every school's online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

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

The Designated Safeguarding Lead

Prior's Mill CE Primary School has appointed from our SLT Helen Malbon to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

At Prior's Mill CE Primary School we have appointed the following Deputy Designated Leads: Kirsty Huddart (DHT), Rachel Rowbotham and Chris Richards (AHTs) and Kathryn Dalkin (SENDCo) who are part of the Safeguarding Team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

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

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

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Hartlepool and Stockton Children's Hub (01429 284284 / 01642 130080).

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

Manage referrals

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

Work with others

- Act as a point of contact with the three safeguarding partners.
(Hartlepool and Stockton on Tees Safeguarding Children Partnership)
- Liaise with the Safeguarding Team 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 (where the Headteacher is the subject of the allegations the Chair of Governors) and the Designated Officer, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENDCo and Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

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

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to, and understands, the school Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and with the three safeguarding partners (Hartlepool and Stockton Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are 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.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Raise Awareness

The Designated Safeguarding Lead should ensure the school'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 regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Hartlepool and Stockton on Tees Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

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

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

Availability

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

Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is recognised that there may be rare occasions when no DSL is available in person. In these circumstances, staff should contact the DSL via telephone.

The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Responsibilities of Prior's Mill CE Primary School's Governing Body

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

At Prior's Mill CE Primary School the senior lead Governor/board member for safeguarding is Mike Boyle.

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 that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

Information for Parents

At Prior's Mill CE 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 Hartlepool and Stockton on Tees Safeguarding Children Partnership Arrangements and inform the Hartlepool and Stockton Children's Hub or police of their concern.

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 2018 defines the categories of harm as:

Physical Abuse

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

Neglect

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

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

Sexual Abuse

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

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.

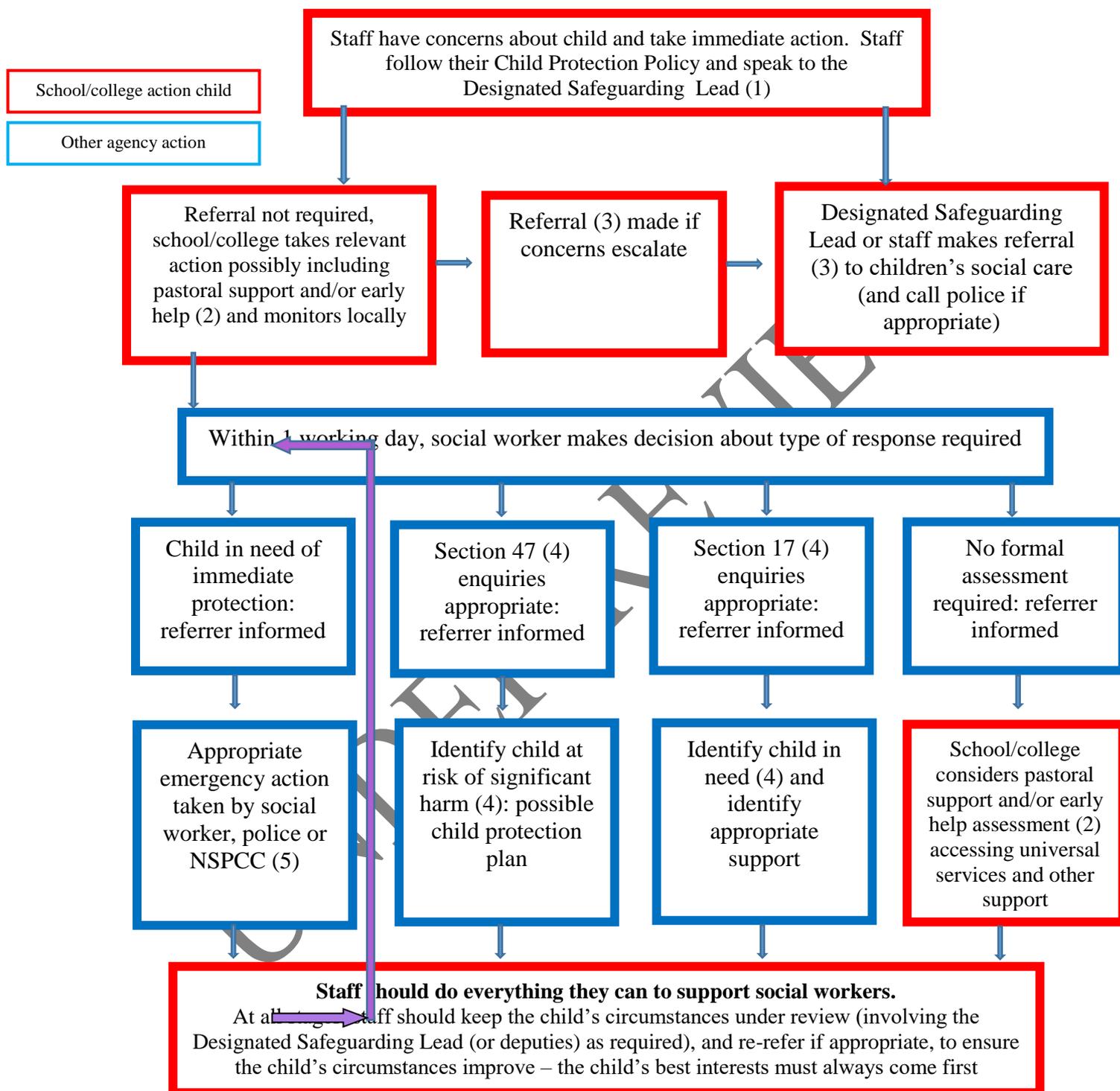
Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

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

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Hartlepool and Stockton Children's Hub, if necessary.

Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2020
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

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:

- Recruitment and Selection Policy
- Staff Behaviour Policy
- Behaviour Policy – inclusive of the Use of Reasonable Force
- Anti-Bullying Policy.
- Online Safety Policy
- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy
- Peer on Peer/Child on Child Abuse Policy.
- Photographic & Digital Imagery Policy
- Administration of Medicines Policy
- Pupils with Medical Needs Policy
- Attendance Policy
- Complaints Policy
- Confidentiality and Whistle Blowing Policy.
- Relationship Education Policy

Training and Support

All staff members should be aware of the systems within their school which support safeguarding and these are explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy and the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. At Prior's Mill CE Primary School our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held annually or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Prior's Mill CE Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. Hartlepool and Stockton on Tees Safeguarding Children Partnership <https://www.hsscp.co.uk/>

Record Keeping

Well-kept records are essential to good safeguarding practice. Prior's Mill CE 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 record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Safeguarding recording within Prior's Mill CE Primary School is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Prior's Mill CE Primary School we started electronic recording from Spring 2016. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Prior's Mill CE 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).

Supporting Children

Prior's Mill CE 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. Prior's Mill CE Primary 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 Tracy Millward (Cleveland Police) with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

Prior's Mill CE Primary School also recognises that children are capable of abusing their peers. Peer on peer/child on child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer/child on child 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 for detailed information.

Therefore Prior's Mill CE Primary School will endeavour to support all its pupils through:

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

Prior's Mill CE 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 may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities

being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

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

This policy was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2020, this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

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

Children Act 1989/2004

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

CP SAFER Referral Form

<https://www.hsscp.co.uk/>

Data Protection Act 2018

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

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

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

Education Act 2002 Section 175

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

Education (Independent School Standards) Regulations 2014

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

Equality Act 2010

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

General Data Protection Regulations, 2018

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

Information Sharing: Advice for Practitioners providing safeguarding services

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

Freedom of Information Act 2000

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

Keeping Children Safe in Education 2020

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

Non-Maintained Special Schools (England) Regulations 2015

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

Public Sector Equality Duty Guidance for Schools in England

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

Safeguarding Vulnerable Groups Act 2006

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

School attendance: Guidance for schools

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

Sexual Offences Act 2003

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

Hartlepool and Stockton on Tees Safeguarding Children Partnership

<https://www.hsscp.co.uk/>

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)

Working together to safeguard children HM GOV (2018)

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

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Safeguarding Governor
2020/21	Helen Malbon	Kirsty Huddart Chris Richards Rachael Rowbotham Kathryn Dalkin	Mike Boyle

Appendix 1

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

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

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

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

APPENDIX Child Protection Policy: COVID-19 Annex

1. Introduction

This annex incorporates the Government's latest advice on Keeping Children Safe in Education (KCSIE) and COVID-19 safeguarding guidance when compared to 'normal' business. It should be read in conjunction with Prior's Mill CE Primary School full Child Protection Policy. It is available to all staff and published on the school website. The Designated Safeguarding Lead (DSL) will review this annex as circumstances continue to evolve or following updated Department for Education advice or guidance.

2. Supporting All Children During COVID-19

Prior's Mill CE Primary School (PMPS) is committed to ensuring the safety and wellbeing of all its learners.

- PMPS will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and that the staff to pupil ratio numbers are appropriate and enable effective social distancing to maximise safety.
- PMPS will refer to the government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.
- Where PMPS has concerns about the impact of staff absence on maintaining safe provision – such as the Designated Safeguarding Leads, senior leaders or first aiders – we will discuss this with the LA's Chief Adviser and Chair of Governors.

3. Safeguarding priority

During these challenging times, the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children must always continue to come first
- all staff are required to remain vigilant
- if anyone in our school has a safeguarding concern, they will act immediately
- the designated safeguarding lead (DSL) or deputy (DSL) will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

4. Current School Position

We are currently open to all registered children and are providing a full and balanced curriculum.

5. Safeguarding Partners' Advice

We continue to work closely with our safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with Education, Health and Care plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. There are no changes to current advice or procedures.

6. Safeguarding Practice during COVID-19

All usual expectations regarding staff behaviour and response to any safeguarding concerns remain in force during this time.

- Should staff have any safeguarding concerns they will report them as normal to the DSL or DDSL without delay.
- Staff will continue to follow school policy if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children.
- School staff will continue to be vigilant of child and family welfare and use established systems to record and report **all** concerns.
- CPOMS will continue to be used:
 - To record incidents relating to safeguarding, child protection, behaviour, attendance and to alert key staff to these incidents.
 - As a communication log to record conversations (phone, email, letter, face to face) that have taken place with regard to individual children.

7. DSL and Deputy DSL Roles

The DSL is Helen Malbon. The Deputy DSLs are Kirsty Huddart, Chris Richards, and Rachel Rowbotham.

- The DSL or a deputy DSL is available each school day.
- Helen Malbon (DSL) is available by phone or email when not in school for any enquires regarding the safeguarding of pupils, and any staff related issues. (DSL and DDSLs out of school contact details have been shared with all staff.)
- In the unlikely event that no DSL or DDSL is available, staff have been directed to contact the CHUBB and seek advice **(See 14)**.
- and families, making contact via phone and home visits on a weekly basis.
- The Safeguarding Team will keep the LA updated on the welfare of vulnerable pupils and continue to discuss concerns and liaise with other agencies and professionals.

8. Vulnerable Children

Vulnerable children include those who have a social worker and those children with Education, Health and Care (EHC) plans. Children meeting the government criteria as

'vulnerable' are offered a place at school during the closure. PMPS currently has no children with an EHC plan.

9. Supporting Mental Health and Well-Being

We firmly believe that positive relationships are the foundation to a safe and successful school and strong mental health and well-being. As part of our approach as we re-open to all pupils, there is an emphasis on building relationships and routines across all cohorts. Additional services such as counselling will be accessed where appropriate for individual children.

10. Staff training and induction

Our DSL and deputy DSLs all have up to date training. All current staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

11. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our Safer Recruitment Policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential that from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

12. Keeping children safe online

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with according to the Child Protection Policy and, where appropriate, referrals should be made to the DSL who will notify children's social care and if required, the police.

Interaction online should follow the same principles as set out in the school code of conduct. Parents/carers, and children will be given regular reminders about keeping safe online.

Staff will ensure that any interactions with pupils, parents and carers online adhere to the staff code of conduct and is professional at all times.

- School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

- Staff will only utilise recommended platforms that involve pupils having direct contact with each other and staff.
- School will carefully select sites recommended for pupils to access that are assessed by staff as adhering to the highest standards for online safety

13. Emergency contacts:

Any concerns to be passed immediately to social worker or Hartlepool/Stockton CHUBB:

Stockton: 01642 130080

Hartlepool: 01429 284284

UNDER REVIEW