

Park End Primary School



Approved By: *D. Jackson*

Date: 10.12.18

Safeguarding Child Protection Policy

| Review Date | Type of Review | Comments | Initials |
|-------------|----------------|---|----------|
| Oct 2013 | Full | Governor Review | DJ |
| Dec 2015 | Full | Statutory Guidance Update | MH |
| Jan 2017 | Admin | Contact Details Update | JW |
| March 2017 | Full | Statutory Guidance | LR |
| Nov 2017 | Admin | Change of details | LR |
| Dec 2018 | Full | Updates in line with KCSIE (2018) and Working together to safeguard children (2018) | LR |
| May 2019 | Admin | Addition of staff member's name | LR |

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported to one of our Designated Safeguarding Leads (DSL).

| School Contact Names | |
|---|---|
| Designated Safeguarding Lead (DSL) | Lianne Richardson (Assistant Head) |
| Deputy Designated Safeguarding Leads (Deputy DSL) | Bitoo Kumar (Safeguarding and Pastoral Officer) Noreen Walker (Parent Support Adviser) Kate Rennison (Assistant Head/ SENDCo) |
| Safeguarding Support and Prevent Lead | Janet Wainwright (School Business Manager) |
| Designated Practitioner with responsibility for safeguarding in early years | Lianne Richardson |
| Designated Teacher to promote educational achievement of LAC. | Lianne Richardson |
| Head teacher | Julia Rodwell |
| Chair of Governors | David Jackson |
| Named Governor with responsibility for safeguarding | David Jackson |
| Local Authority (LA) Contact | |
| Our school follows the safeguarding protocols and procedures of our geographical local authority | Middlesbrough LA Middlesbrough Children Safeguarding Board www.middlesbrough.gov.uk |
| The Designated Officer for child protection (LADO) – Lynn Dickens Vancouver House, Middlesbrough, TS1 9FU | 01642 201835 lynn_dickens@middlesbrough.gcsx.gov.uk |
| Local Authority children’s social care referral team – First contact | 01642 726004 Middlesbrough Wellbeing, Care and Learning Dept Vancouver House, Gurney Street, TS1 9FU |
| First contact out of hours | 08702 402994 |
| Where there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anyone can make a referral. | |
| Specific Contacts – neighbourhood specific | |
| Police Emergency | 999 |
| Police Non Emergency | 01642 326326/ 101 |
| Operation Encompass (police DV) | www.operationencompass.org 01642 302080 / 07557767950 |
| PREVENT – Channel | Geoff Lillystone 01642 303397 |
| Location of Local Authority safeguarding and child protection documents in school | |
| School Specific Safeguarding Policy | Shared Drive – policies. Head teachers Office – safeguarding file |
| Local Authority Documentation including referral forms | Middlesbrough Children Safeguarding Board www.middlesbrough.gov.uk |
| National Contacts | |
| NSPCC Help Line | 0808 800 5000 help@nspcc.org.uk |

| | | |
|---|-----------|--|
| Child Line | 0800 1111 | www.childline.org.uk |
| CEOP (Child Exploitation Online Protection) | 999 | www.ceop.police.uk |

Purpose of the Policy

1. This policy aims to make explicit the school's commitment to the development of good practice and robust procedures. The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.
2. The school policy for Child Protection was developed and agreed by the school pastoral support team and the school nominated governor for child protection. This policy has the full agreement of the Governing Body.
3. The policy was updated in September 2018 in accordance with DfE guidance Keeping Children Safe in Education (September 2018). It continues to take into account the DfE Guidance Working Together to Safeguard Children (March 2015). We are aware that child protection and safeguarding are fundamental to all children in our care. This policy, therefore, should be read in conjunction with the relevant school policies/procedure/guidelines (Appendix A)

Introduction

4. Park End Primary School fully recognises the contribution it can make to protect the children and support the pupils in its care. There are three main elements to Park End Primary School's safeguarding policy:
 - **prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models)
 - **protection** (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns)
 - **support** (to pupils and school staff and to children who may have been abused)
5. This policy applies to **all** adults who work at Park End Primary School, including, for example, temporary or permanent members of staff and volunteers.

Our School Commitment

6. Our School commitment is :
 - To establish and maintain an ethos where children and young people feel secure and are encouraged to talk and are listened to
 - To include in the curriculum and 'core' activities opportunities for children and young people to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for the responsibilities including parenthood in their adult lives.
 - To ensure that children and parents can manage the risks posed by new technologies.
 - To ensure that recruitment procedures deter, reject and identify people who might abuse children.
 - To ensure that all school based staff receive an appropriate level of safeguarding training.

- To keep parents informed of changes to this policy. We will do this by including a section on safeguarding in our school prospectus, publishing the updated policy on the school website and in newsletters.

Framework

7. All children deserve the opportunity to achieve their full potential. To do this they must
 - stay safe
 - be healthy
 - enjoy and achieve
 - make a positive contribution
 - achieve economic wellbeing

(Every Child Matters 2003)

Working with other agencies

8. Child protection is the responsibility of all adults and especially those working with children. Park End Primary School recognises and is committed to its responsibility to work with other professionals and agencies, both to ensure children's needs are met and to protect them from harm. We endeavour to identify children who may benefit from Early Help i.e. providing support as soon as a problem emerges at any point in a child's life. All staff, with the support of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads will work with other professionals and agencies to make referrals in discussion with parents/carers as appropriate.
9. Park End Primary are part of 'Operation Encompass' which is a system that began in October 2015 to support children who experience, witness or are directly involved in domestic violence. Police will notify a designated key adult in school, at the earliest possible opportunity, of a domestic abuse incident involving a pupil at school. School can then provide appropriate support for the child.
10. Park End Primary will pass on all child protection concerns to the social services (see Appendix B). The development of appropriate procedures and the monitoring of good practice are the responsibilities of Middlesbrough Safeguarding Children's Board. We are committed to respond in accordance with the Middlesbrough Safeguarding Board Procedures in all cases where there is a concern about significant harm.

Significant harm

11. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and/or emotional harm (through abuse or neglect) which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family. Harm also 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), or the exposure of a child to extreme ideology, which can hinder their development alongside a very real risk that they could support or partake in an act of violence (Counter-Terrorism and Security Act 2015). Health is defined as physical and mental health, and development means physical, intellectual, emotional, social or behaviour development.

12. Where there is a suspicion of significant harm having taken place or is at risk of taking place, school will inform the Local Authority (or police if appropriate). Any member of staff can make a referral and must inform the Designated Safeguarding Lead immediately.
13. 'Honour-based' violence is a range of crimes committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM). Where any teacher believes an act of FGM may have been carried out they have a statutory duty to report it to the police, in consultation with the Designated Safeguarding Lead.
14. The Local Authority has a statutory duty to investigate all cases where a child who is living or is found in their area, is either subject to an emergency protection order, police protection or they have reasonable cause to suspect that the child is suffering or is likely to suffer significant harm. The Local Authority must also investigate children who are missing in education (absent from school without reason for 10 consecutive days).
15. There is potential significant harm where a child is showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups
16. In these cases, the Local Authority must make enquiries that are necessary to promote or safeguard the child's welfare (S47 of the Children Act 1989). The Children's Services Social Care Department undertake the responsibility of making these enquiries once a referral has been made. Significance could exist in the seriousness of the harm or the implication of it. This will be a finding of fact for courts. The court will have to establish which standard of health and development would be reasonable to expect for a child with similar attributes, assess the shortfall against the standard and decide whether the difference represents significant harm.'
(*Children Act Guidelines and Regulation*)

Parental Involvement

17. School will endeavour, in all except the most exceptional circumstances, to make parents/carers aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral being made, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.
18. Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse staff have no alternative but to follow the Safeguarding Children Procedures and inform the Children's Services Social Care department or the Police Public Protection Unit of their concern. Staff must also inform Social Services if a child is missing in education i.e. not in school, with no reason given, for a continuous period of 10 days.

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect children.

19. Within Park End Primary School the following individuals have special responsibilities and will be responsible for co-ordinating all matters relating to safeguarding/child protection issues.
- Designated Safeguarding Lead - Mrs Richardson (Assistant Head)
 - Deputy Safeguarding Lead – Mr Kumar (Safeguarding and Pastoral Officer)
 - Deputy Safeguarding Lead - Mrs Walker (Parent Support Advisor)
 - Deputy Safeguarding Lead – Miss Rennison (Assistant Head/ SENDCo)
 - Designated Teacher to promote educational achievement of Looked After Children (LAC)- Mrs Richardson (Assistant Head)
 - Governor Responsible for Safeguarding and online safety – Mr Jackson (Chair of Governors)
 - Governor responsible for LAC – Mr Jackson (Chair of Governors)
20. Key Responsibilities of the Designated Safeguarding Lead:-
- Ensuring that locally established procedures are followed and making referrals to child protection agencies if appropriate.
 - Keeping the head teacher fully informed of all child protection issues that arise.
 - Acting as a consultant for staff to discuss concerns.
 - Maintaining a confidential recording system.
 - Representing, or making sure that the school is appropriately represented at inter-agency safeguarding meetings.
 - Ensuring all staff / governors (employees of Park End Primary School) receive training in safeguarding/child protection every 3 years
 - Ensuring that all new staff (employees of Park End Primary School) are properly inducted in safeguarding issues
 - Liaising with the school governor with special responsibility for child protection as appropriate.
21. Key Responsibilities of the Governor with responsibility for Safeguarding
- Ensuring that policies, procedures and training in Park End Primary School is effective and complies with the law at all times.

Procedures

22. The welfare and safety of children is the responsibility of all staff in school and any concern for a child's welfare **must** be reported to the Designated Safeguarding Lead or Deputy Safeguarding Leads. There may also be concerns expressed by a pupil of the school, parent of the school or other persons, in the following circumstances:-
- suspicion that a child is being abused, or
 - there is evidence that a child is being abused
 - suspicion that a child is vulnerable to radicalisation
23. The Designated Safeguarding Lead will keep a full record of reports made and make referrals to child protection agencies if necessary.

Making Referrals to Social Care

24. See Appendix B

Making Referrals to Channel

25. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. See Appendix C

Professional confidentiality

26. Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. Park End Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.
27. We recognise that all matters relating to child protection are confidential.
- The Designated Safeguarding Lead will disclose any information about a child or a young person to other members of staff on a need to know basis only.
 - All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
 - All staff must be aware that they cannot make a promise to a child to keep secrets
 - Where safeguarding or child protection concerns are identified for a specific child this information will be held in a Confidential Pupil Record within a locked cabinet. Electronic records are also held within the secure CPOMs system.

Records and monitoring

28. Well-kept records are essential to good child protection practice. Park End Primary School is clear about the need to record any concerns held about a child or children within its care, the status of such records and when these records should be passed over to outside agencies.
29. When the children leave our school and transfer to a different school or college, the child protection file will be transferred as soon as possible. This will be transferred separately from the main pupil file, in secure transit (hand delivered where possible) and confirmation of receipt will be obtained from the designated safeguarding lead in the new school or college. Verbal contact will be made with the Safeguarding Lead of the new school prior to the child starting, in line with 'Keeping Children Safe in Education 2018'.
30. The following should be recorded:
- patterns of attendance
 - changes in mood
 - changes in classroom functioning
 - relationships (with peers, adults)
 - behaviour
 - statements, comments, stories, drawings
 - general demeanour and appearance
 - parental interest and comments
 - home/family changes
 - medicals
 - response to PE/sport

- injuries, marks, past and present
31. Recording is needed when a member of staff is concerned about:
 - marks on the child's body
 - unusual, significant changes in behaviour
 - mood changes
 - puzzling statements or stories from a child
 - information from others.
 32. Recording should also take place when it is requested by another agency, for example, following an Initial Child Protection Conference.

Training and Support

33. Park End Primary School ensures that the Designated Safeguarding Lead and Deputies receive training relevant to their role. The school also ensures that all its employees are kept informed about child protection issues, including radicalisation, through a programme of staff training
34. It is required that the Designated Safeguarding Lead and Deputies undertake training in inter agency working and refresher training at two yearly intervals.
35. It is also a requirement that the Designated Safeguarding Lead and Deputies update their knowledge and skills required to carry out their role at least annually through e-bulletins, meeting with other safeguarding leads or reading and digesting safeguarding developments.
36. All other staff who work with children, should undertake training to equip them to carry out their responsibilities for Child Protection effectively and this should be updated at three year intervals.

Attendance at Child Protection conferences

37. In the event of Park End Primary School being invited to attend a child protection conference, the designated person will represent whenever possible the school and provide information relevant to the child protection conference (initial/review) before the conference takes place. If this is not possible then a member of staff with a good understanding of the issues and concerns may attend. Failing that a report will be sent following consultation with the relevant members of staff.

Racial Equality & Equal Opportunities Statement

38. All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Park End Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Allegations of abuse made against teachers, headteacher, volunteers and other staff

39. Allegations against staff or volunteers about suspected abuse or neglect of children should be made immediately to the Head Teacher. If the allegation involves the Head Teacher then the Chair of Governors must be informed. Consultation without delay

with the Local Authority Designated Officer (LADO) will determine what action follows. A multi-agency strategy meeting will be arranged to look at the complaint in its widest context, the head /a senior member of school staff must attend this meeting.

40. Further guidance on the procedures with dealing with such allegations can be found in the *Allegations of Abuse Against Staff and Volunteers – Policy and Procedures*.
41. The school has a legal duty to refer to the Disclosure and Barring Service(DBS) any member of staff or volunteer (who is in a regulated activity) who has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. The DBS will consider whether to bar the person.
42. This is a legal duty and failure to refer when the criteria are met is a criminal offence. Further guidance on referrals can be found at GOV.UK.

Supporting children

43. We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; and to recognise when they and others close to them are not safe. It is also recognised that new technologies present particular challenges and risks to children both inside and outside school. Park End Primary will deliver a comprehensive curriculum to learn about how to manage the risks effectively and will support parents and all staff to become aware and alert to the needs of keeping children safe online. For more details see our e-safety policy.
44. Park End 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. Park End Primary School may be the only stable, secure and predictable element in the lives of some of the children under 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.
45. Park End Primary school also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children are also vulnerable and in need of support and protection. Park End Primary School also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.
46. We also recognise that, statistically, children with SEN 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. Children with SEND have a higher risk of being left out and of being socially isolated from their peers. We are aware that additional barriers can also exist when recognising abuse and neglect in this group of children. These can include:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration,
 - The potential for children with SEND to be disproportionately impacted by behaviours such as being bullying without outwardly showing any signs.

- Communication barriers and difficulty overcoming these barriers.

Park End Primary School is committed to providing additional emotional support for children with SEND and disabilities

47. Park End Primary has a Positive Handling Policy which allows and supports staff to make appropriate physical contact. For children exhibiting challenging behaviours, individual behaviour plans will be created to minimise the likelihood of such behaviours. These plans will be shared with parents and all relevant members of staff. For more details please see our Positive Handling Policy.

Allegations of abuse made against other children

48. At Park End Primary School we endeavour to minimise the risk of peer on peer abuse through a strong and positive PHSE/SMSC curriculum, which tackles such issues as prejudiced behaviour and gives children an opportunity to talk things through rather than seek opportunities to be harmful to one another. We have agreed a set of procedures to follow should an allegation of peer on peer abuse be made, this includes bullying and cyberbullying, physical abuse, sexually harmful behaviour, sexting, initiation and hazing and prejudiced behaviour. Procedures to minimise the risk of peer on peer abuse and how allegations of peer on peer abuse will be investigated and dealt with are provided in our peer on peer abuse policy. Any harmful behaviour that does occur is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact of the peer on peer abuse on each child's emotional and mental health and wellbeing.

Preventing children from Radicalisation

The Prevent Duty

49. From 1 July 2015, specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard' to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). For further guidance see Appendix C.
50. Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.
51. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
52. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.
53. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with

specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

54. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition is extremism calls for the death of members of our armed forces, whether in this country or overseas.
55. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
56. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).
57. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. (See Appendix c)
58. The school ensures that children are safe from terrorist and extremist material when accessing the internet. Further details can be found in the schools e-safety policy.
59. Through a strong and positive PHSE/SMSC curriculum the school tackles such issues as prejudiced behaviour and radicalisation and gives children an open forum to talk things through.
60. If a staff member has a concern about a child being vulnerable to radicalisation or has been radicalised they should report it immediately to the Designated Safeguarding lead who will, if necessary make the appropriate referral to the Channel process.

Monitoring this Policy

61. It is the responsibility of the nominated governor for child protection to liaise with and meet with the designated person to monitor this policy on an annual basis. The outcome of this monitoring will be reported to a meeting of the full Governing Body on an annual basis.

Relevant Policies, Guidelines and Documentation

National Policies, Guidance and Documentation

Keeping Children Safe in Education September 2018: Statutory Guidance for schools and colleges (DFE)

This document sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children

What to do if you're worried a child is being abused: advice for practitioners March 2015 (DFE)

This is guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take.

Working together to safeguard children (DFE) 2018

This document applies to organisations and professionals who provide services to children

Prevent Duty – guidance for England and Wales

This is guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter – Terrorism and Security Act 2015 to have due regard to the needs to prevent people from being drawn into terrorism.

School Policies, Guidance and Documentation

Acceptable User Policy (ICT)

Annual Safeguarding Report to the Governing Body (Statutory)

Anti Bullying Policy

Attendance Register (Statutory)

Behaviour Policy

Central Register of Recruitment and Vetting (Statutory)

Complaints Procedure (Statutory)

DBS Policy

Drug Policy

Data Protection Policy

Educational Visits Policy

E safety Policy

GDPR

Medical and Medicines Policy

Health and Safety Policy – (Statutory Policy)

Home School Agreement (Statutory)

Intimate Care Policy

Induction Policy

Looked after Children Policy

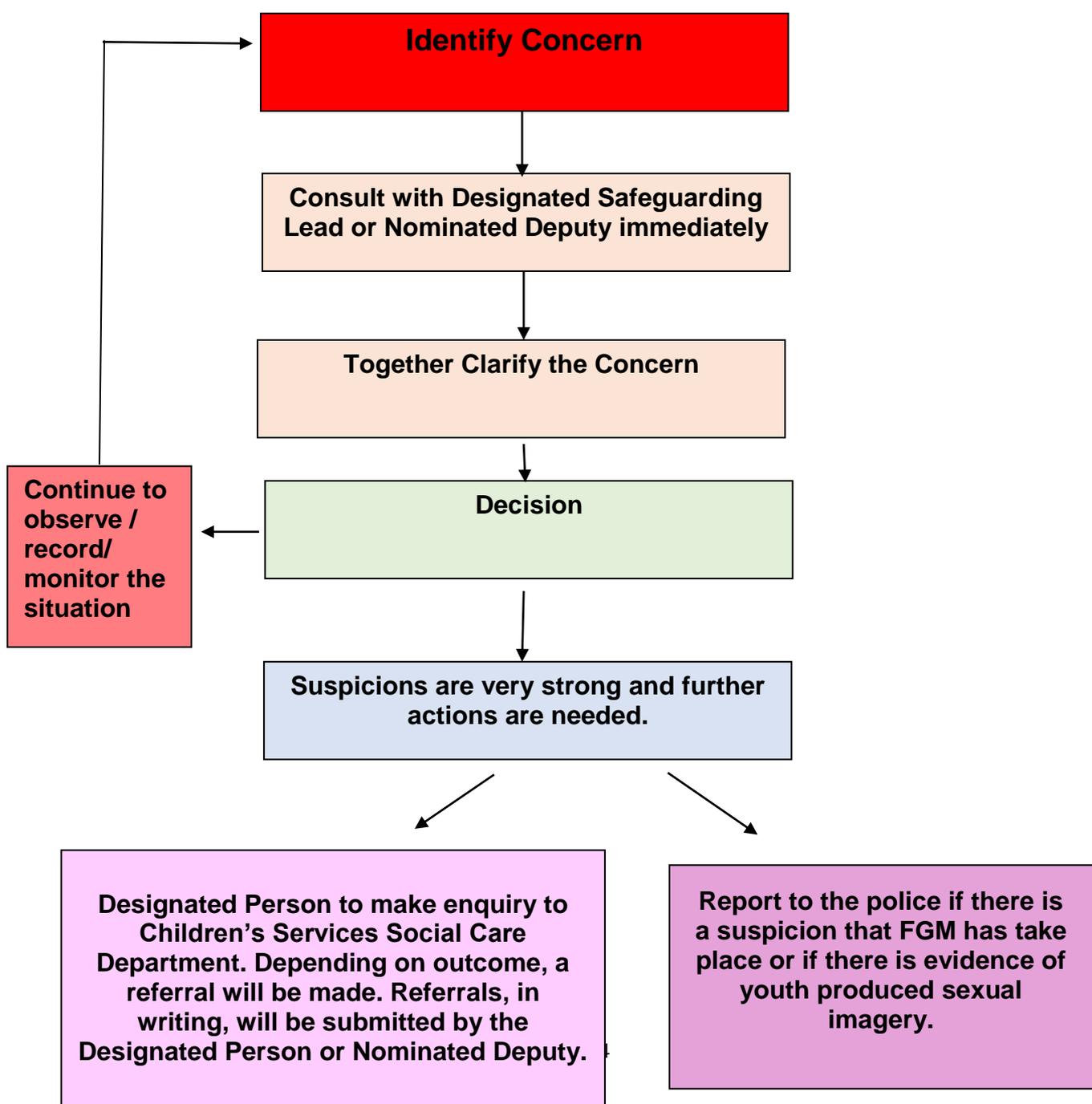
Peer on Peer Abuse Policy and Procedure

Positive Handling Policy

Privacy Statement
Risk Assessments
Prevent Policy
Prevent Leaflet (available from the school office)
School Website
Social Networking Policy
Recruitment Policy
Safeguarding Statement
Safeguarding in the Early Years
Special Educational Needs Policy (Statutory)
Staff Code of Conduct (Statutory)
Teaching and Learning Policy
Visitors and Volunteers Policy
Visiting Speaker Policy
Whistle Blowing Policy

REFERRALS TO SOCIAL CARE AND THE POLICE

Channels of communication should be quick and clear
Suspected 'Concern' or 'Immediate Danger or Risk Of Harm'
Action to Take



Referrals to Channel

1. School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.
2. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools that are required to have regard to *Keeping Children Safe in Education* are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.
3. Where a member of staff has concerns that a child is vulnerable to radicalisation, the referral to Channel should be made via the normal school safeguarding arrangements as outlined in this document.