

# Child Protection Policy

*Updated January 2021*



## 1. Aims & Purpose

Grangetown Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. The 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 Grangetown 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 child.

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

Governors and staff are committed within Grangetown Primary School to 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.

## 2. Introduction

Grangetown 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 the school's child protection policy:

- i. **Prevention** by means of a positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, 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.
- ii. **Protection** by 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 (Lesley Russell or Deputy DSLs Hayley Dolan or Lesley Millican) or the Integrated Contact and Referral Team on 0191 5617007 directly if necessary. In certain specific cases such as Female Genital Mutilation (FGM), where reporting of cases became mandatory in October 2015, the specialist team within the police will be contacted. In cases of Forced Marriage, Radicalisation or Forced Marriage, contact will be made with the named teams or Single Point of Contact (SPOC) within the police (e.g. the Forced Marriage Unit, Prevent or Channel Referral)

- iii. **Reconsideration** by 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
- iv. **Support** given to pupils and school staff and to children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes.

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school 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 had a statutory Education and Health Care Plan);
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

(KCSIE 2020)

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

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)
- 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
- What is sexual violence and sexual harassment?
- Upskirting
- The response to a report of sexual violence or sexual harassment

(KCSIE 2020)

In the event of any of the above issues being recognised information should be shared directly with the Designated Safeguarding Lead 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 Grangetown Primary School's whole workforce.***

### **3. 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 Sunderland Safeguarding Children's Partnership which includes the partnership of several agencies who work with Children and families across the City.

Grangetown Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children's Partnership's Multi-Agency Safeguarding Arrangements (MASA) [www.safeguardingchildrensunderland.com](http://www.safeguardingchildrensunderland.com) 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 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*)

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 Local Authorities have a duty to investigate (under S47 of the Children Act 1989). They must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team 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 the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

### **4. 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 all forms of 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), 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 Grangetown Primary School holds 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 Integrated Contact and Referral 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).
- 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 Grangetown Primary School's recording and information sharing policy/ procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of risk to the child.
- Ensure from the 1<sup>st</sup> July 2015 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 and drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from 31<sup>st</sup> 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. This includes the management of internet access via children's own mobile phones or devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. The policy in Grangetown Primary School is that children do not have access to their own mobile devices whilst in school, therefore cannot access 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 site. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Grangetown 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.

#### **4.1 The Designated Safeguarding Lead**

Grangetown Primary School has appointed from our SLT Lesley Russell 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 DSL is the most appropriate person to advise on the response to safeguarding concerns. (KCSIE 2020)

At Grangetown Primary School we have appointed the following Deputy Designated Leads: Hayley Dolan and Lesley Millican - they are part of the Safeguarding Team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated

Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead 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 Integrated Contact and Referral Team (0191 5617007).

The broad areas of responsibility for the Designated Safeguarding Leads are identified below.

#### **4.1.1 Managing Referrals**

- Refer all cases of suspected abuse to the Integrated Contact and Referral 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 (MSET lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to the Integrated Contact and Referral Team, Channel Panel or Police as appropriate.
- Act as a point of contact with Sunderland Safeguarding Children's Partnership
- Liaise with the Headteacher 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 through Together for Children, operating on behalf of 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.

#### **4.12 Work With Others**

- Act as a point of contact with the three safeguarding partners (Sunderland Safeguarding Children Partnership)
- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through Together for Children, 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 and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### **4.1.3 Undertake Training**

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own

role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care (Together for Children) referral arrangements.
- 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's 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, secure written or electronic records of concerns and referrals.
- Understand the 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 Sunderland Safeguarding Children Partnership.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

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

All staff members will be made aware of the school's policies and procedures which support safeguarding and these will be explained to them as part of staff induction. This includes: the Grangetown Primary School's child protection policy; the school's staff behaviour policy; safer working practice document and the designated safeguarding lead and their cover or nominated deputy.

All staff members will also receive appropriate child protection training which is regularly updated. The Governing Body in consultation with SSLB will decide the frequency and content of this CPD.

#### **4.1.4 Raising Awareness**

The designated safeguarding lead will ensure the school's policies are known, understood and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body and the workforce in this regard to ensure its effectiveness.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Link with the Sunderland Safeguarding Children 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 leadership staff. This will include ensuring that the school 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.
- 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.
- In addition to the child protection file, the DSL will 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 that support in place for when the child arrives.

### **Availability**

- During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, school will consider whether, 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, 2020: Annex B*

### **In addition, as best practice, the Designated Safeguarding Lead will:**

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term "reasonable force" covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. They can range from guiding a child safely by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent physical violence or injury. "Reasonable" in these circumstances means "using no more force than is needed". The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools will consider the risks carefully and recognise the additional vulnerability of these groups. School will consider our duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and our Public Sector Duty.
- Ensure an effective whole school policy against bullying/online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA/Together for Children of any pupil to be deleted from school admission register and follow missing from Education protocols.

- Inform the LA/Together for Children 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.

#### **4 Governing Body Role and Responsibilities**

A Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role.

At Grangetown Primary School the senior lead Governor for safeguarding is Simon Briton, the Chair of Governors.

##### **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 Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of changes to Local Safeguarding Children Partnership arrangements and the need for school to understand their role in effective multi-agency working under new arrangements.

##### **The role of the Chair of Governors in Safeguarding is to:**

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

#### **5 Information for Parents**

Parents/carers should be aware that the Governors and staff of Grangetown Primary School are committed to keeping our children safe and will take any reasonable action to safeguard their welfare. 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 harm, staff have no alternative but to follow

the Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or Police of their concern.

## **6 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, 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 and development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002)

Working Together 2018 defines the category 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 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 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 involve 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 a 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 (Together for Children) and schools and colleges to safeguard and promote the welfare of children.

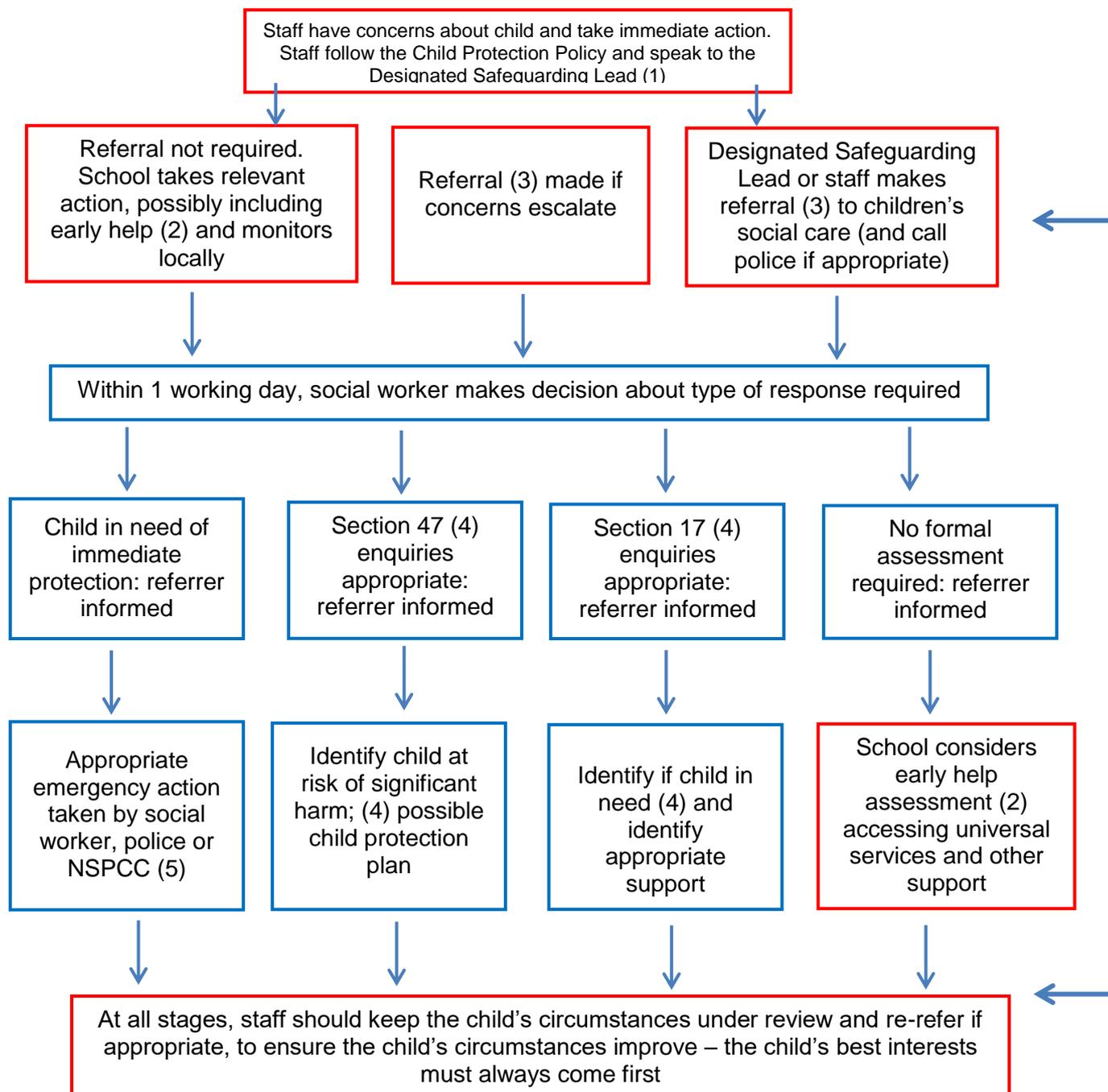
All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated safeguarding Lead (and deputies) should consider whether children are at 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 Integrated Contact and Referral Team if necessary. These records may be 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** (From KCSIE 2020 page 17)

Red: School action child

Blue: Other agency action



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of KCSIE 2019
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 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 Safeguarding Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

## **7 Safe Schools / Safe Staff**

Governors have agreed and ratified the following policies and procedures which must be read in conjunction with this policy:

### **8.1 Whistle Blowing/Confidential Reporting**

Grangetown Primary School's Whistle Blowing/confidential reporting Policies provide 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.

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

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

Consultation without delay with the Designated Officer – Danielle Rose, Tel: 0191 561 3901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.  
[www.safeguardingchildrensunderland.com](http://www.safeguardingchildrensunderland.com)

### **Training and Support**

All staff members will be made aware of the systems within school which support safeguarding and these should be 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 (sometimes called a code of conduct); Safer Working Practice Document 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. The governing body will decide the frequency and content of this CPD. In addition, all staff members should receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

### **8.3 Professional Confidentiality**

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Grangetown Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements - MASA)  
[www.safeguardingchildrensunderland.com](http://www.safeguardingchildrensunderland.com)

### **8.4 Records and Monitoring**

Well-kept records are essential to good safeguarding practice. Grangetown 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 our care. All staff will follow the schools information sharing and recording policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018.

Safeguarding recording within Grangetown Primary School is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

### **8.5 Attendance at Safeguarding Conferences**

In the event of Grangetown Primary School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead, Lesley Russell will represent the school. In the event that the DSL cannot attend, a Deputy DSL (Hayley Dolan or Lesley Millican) may attend. They may be accompanied or represented by the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review).

## **8 Supporting Children**

Grangetown 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 Together for Children Operation Encompass lead (Dianne Stockdale) 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 children's homes.

Grangetown 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 will 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/Child on Child Abuse Policy for detailed information.

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

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

Grangetown 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 will give consideration to children who are subject to an Education Health 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. Time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral.

Grangetown 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.

## **9 Related Policies**

This policy **MUST** be read in conjunction with other related policies in school. These include:

- **Robust School Recruitment and Selection Policy** which is inclusive of safer recruitment guidance and regulation. For example a **single central record** which demonstrates the pre-appointment 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), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2020 and Working Together 2018.
- **Staff Behaviour Policy (Code of Conduct)** Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019 and Addendum April 2020. The school will ensure that all staff and volunteers are aware of the need for maintaining 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 & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy/Online Bullying Policy.**
- **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/Child on Child Abuse Policy.**
- **Mental Health and Wellbeing Policy**
- **Photographic and 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 your workforce pupils and partnership with parents.
- **Attendance Management policy**- school management for attendance and the partnership with the LA/Together for Children 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 Looked After Children in school and work closely with the DSL the Virtual Head Teacher within Together for Children 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.
- **Relationship Education Policy** inclusive of Health Education content.

## 10 Legislation and Guidance

The Policy has been informed by the following legislation and national & local guidance:

Education Act 2002 Section 175

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

Non-Maintained Special Schools (England) Regulations 2015

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

Keeping Children Safe in Education 2019

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

Statutory Framework for the Early Years Foundation Stage, September 2017

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Children Act 1989/2004

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

Working together to safeguard children HM GOV 2018

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

Sunderland Safeguarding Children Board Procedures

[www.safeguardingchildrensunderland.com](http://www.safeguardingchildrensunderland.com)

Early Help Referral Form

[www.togetherforchildren.org.uk/professionals/early-help](http://www.togetherforchildren.org.uk/professionals/early-help)

CP Referral Form

[www.togetherforchildren.org.uk/professionals/integrated-contact-referral-team](http://www.togetherforchildren.org.uk/professionals/integrated-contact-referral-team)

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>

General Data Protection Regulations, 2018

[https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)

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)

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*This template 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.*

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This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

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