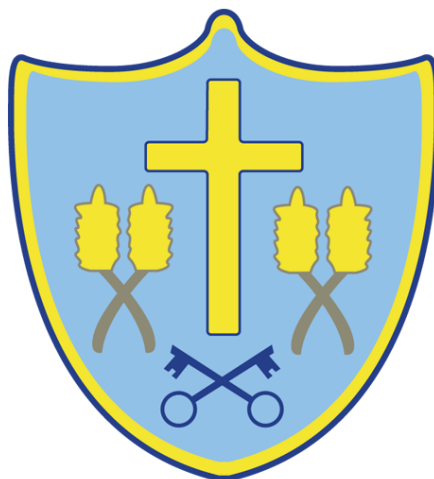


**Northern Lights Learning Trust
St. Peter's Elwick CofE Primary School**



Child Protection Policy

Date agreed: 1st November 2018
Next review date: 1st November 2019
Link Governor: Colin Reid

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

The trust and school’s Child Protection Policy is part of the school’s pastoral system and safeguarding arrangements.

Purpose and Aim

St. Peter’s Elwick CofE Primary 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. 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 any of the schools within Northern Lights Learning Trust 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 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 Northern Lights Learning Trust and St. Peter's Elwick CofE Primary 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.

As a school we seek to ensure equality through support of pupils where transgender is highlighted. By providing education and support we seek to ensure the vulnerability of the pupil is protected. The school does not tolerate homophobia of any kind towards adults or children. This includes use of words that intimate homophobia. Pupils are educated on appropriate use of vocabulary and tolerance. Any pupils in school need to feel safe in relation to their sexuality and all adults respond in the appropriate way to any pupils expressing feelings around sexuality and/or homophobia.

Introduction

Northern Lights Learning Trust and St. Peter's Elwick CofE Primary fully recognise the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to the child protection policy:

1. **Prevention** (positive atmosphere within our school, 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, exploitation, radicalisation and issues such as Honour Based Violence Female Genital Mutilation and Forced Marriage.)

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 Leads: Jo Heaton (Executive Head) and Katy Hill (Head of School) or the Deputy Designated Safeguarding Lead Caroline Pickles or the Children's Hub (Tel - 01429 284284. Email - childrenshub@hartlepool.gcsx.gov.uk. Website - <http://hartlepool.fsd.org.uk/>). **The Emergency Duty Team provides an out-of-hours response to emergency situations involving child protection, child care, mental health and other adult care service matters.** They provide a

point of advice and, where necessary, immediate service to individuals and families who are experiencing problems. They work closely with other emergency services including Health, Warden Call, Police, Women's Refuges and the Benefits Agency. They are only available **outside** of normal office hours. **Contact Details:** Tel - 01642 524552.

Contact can be made 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).

2. **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).
3. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

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 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 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 substance abuse, adult mental health problems or domestic abuse;
- 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 2018)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of 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 Keeping Children Safe in Education 2018 pages 86 and 87.

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- ting Radicalisation
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment
- Additional advice and support

(KCSIE 2018)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

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 Northern Lights Learning Trust's whole workforce, including all staff at St. Peter's Elwick CofE Primary School.

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 the Hartlepool and Tees Local Safeguarding Children Board, which includes the partnership of

several agencies who work with children and families across the town. These partners are jointly responsible for making arrangements to work together to safeguard and promote the welfare of children, including identifying and responding to their needs.

Northern Lights Learning Trust and St. Peter's Elwick CofE Primary is committed to keeping children safe and safeguarding all children in accordance with Child Protection Hartlepool and Tees Children's Safeguarding Hub www.teescpp.org.uk procedures 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.

Keeping Children Safe in Education September 2018 contains information on what academies **should** do and sets out the legal duties with which academies **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the academies. 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, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 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, which all staff at Northern Lights Learning Trust and St. Peter's Elwick Primary 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 the school. 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 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 record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. 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 the Northern Lights Learning Trust 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/Executive Head/Head of School/CEO.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools, that under the Counter Terrorism and Security Act, April 2015 that staff within Northern Lights Learning Trust and St. Peter's Elwick CofE Primary have 'Due regard' To Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that 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 Trust's Online Safety Policy [and individual school protocol, if applicable] in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. No pupil will be able to access their own device, whilst on the school site and the consequences of any evidence of inappropriate use of the internet will be dealt with.

- 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.

Northern Lights Learning Trust and all staff at St. Peter's Elwick CofE Primary 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

St. Peter's Elwick CofE Primary School has appointed, from our SLT, Jo Heaton, Executive Headteacher and Katy Hill, Head of School, to be our Designated Safeguarding Leads. These people have the overall responsibility for safeguarding and Child Protection and have the appropriate authority and training to undertake such a role and are able to provide advice and support to other staff on child welfare and child protection matters. These people are 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 (KCSIE 2018).

Role of the Designated Safeguarding Lead

At St. Peter's Elwick CofE Primary we have appointed the following Deputy Designated Lead Caroline Pickles who is part of the safeguarding team. This individual is 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.

All of our deputies will be trained to the same standard as the designated safeguarding lead and the roles are explicit linked to 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 within school are unavailable, please contact the CEO or if they are unavailable please seek immediate support via the Children's Hub on 01429 284284.

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

Manage referrals

- Refer 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 Children's Hub, Channel Panel or Police as appropriate.

Work with others

- Liaise with the CEO AND SENIOR STAFF 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 (CEO, Executive Headteacher or Head of School where they are the subject of the allegations, the Chair of the Trust or Chair of Governors,) and the LADO at the Local Authority for child protection concerns (all cases which concern a staff member).

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Follow up on referrals where outcome information is not forthcoming.

Undertake Training

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

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools or colleges Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate and secure, written or electronic records of concerns and referrals. [CPOMS], ensuring they respond within 24hours
- 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 or college.
- 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.

Raise Awareness

The designated safeguarding lead should ensure the Trust and school policies are known, understood and used appropriately:

- Ensure the Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure 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 Hartlepool and Tees Safeguarding Children Board make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school ensure their child protection file is transferred appropriately for any new school or setting 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 or through the CPOMS system.
- 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 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, it is a matter for individual schools, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding leads will liaise with the Children's Hub to provide most appropriate contact details for holiday time and the notifications agreed to.

Taken from Keeping Children Safe in Education, 2016: Annex A

In addition the following is recommended as best practice that the Designated Safeguarding Leads:

- Ensure each member of staff has access to and understands the Trust and St. Peter's Elwick CofE 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 the Trust 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 and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure the effective Trust and school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

First Day Response procedure

It is the responsibility of the designated and deputy safeguarding leads to ensure that the first response procedure is followed. The school administrator also needs to understand their role and responsibility within this procedure.

First Day Response

- If no reason for absence has been received by 10.00am the School Administrator will carry out a first day response call to establish the reason for absence.
- It is the expectation that a parent/carer contacts the school office prior to 9.30am to inform the school office of the reason for absence. The school administrator will record the reason for absence on the school management system (SIMS/Scholar Pack).
- If no contact is received by the school office then a phone call home will be made before 9.30am.
- If no answer is received then the second emergency contact number will be contacted immediately.
- If no answer is received then the third emergency contact number will be contacted immediately.
- If no answer is received that reassures school staff that the pupil is safe then the Head of School or Executive Head will be informed and two members of school staff will visit the family home before lunchtime. Staff should refer to school guidance and policies on home visits.
- If no answer is received at the property then the police will be contacted on 101 to inform them of no response and the concern and school will notify the LA attendance team.
- If the school is unable to locate the child we will contact the Local Authority who will treat them as missing.
- A parent/carer must contact school each day to inform of absence unless it is a case of prolonged illness, in which case once every other day is sufficient.
- If school is informed that the absence is caused by a holiday, authorised or unauthorised, then these dates will be recorded without the need for daily contact. The pupil will be expected to return to school the first school day after the holiday ends. If the pupil fails to attend school then the same procedures as above would apply.

Responsibilities of Northern Lights Learning Trust's MAT Board /Local Governing Body

There is a named Safeguarding Lead for Northern Lights Learning Trust– CEO, Paula Thompson, who has been appointed to support Designated Safeguarding Leads in their roles, from the perspective of ensuring the allocation of funding and resource is sufficient to meet current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The senior Safeguarding Lead for the Local Governing Body is the Chair. The Chair of St. Peter's Elwick is Colin Reid.

The role of this individual is to:

- Ensure that local governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

The role of the Chair of the Local Governing Body in Safeguarding is to:

- Ensure that they liaise with Hartlepool Children's Hub, operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head of School or Executive Headteacher.
- Ensure that in the event of allegations of abuse being made against the Head of School or Executive Headteacher, allegations should be reported directly to the Designated Officer (DO). Therefore ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Local Governing Body for Safeguarding (including themselves) holds the Head of School and Executive Headteacher to account, on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's

virtual school Headteacher and discuss how pupil premium funding for looked after and post looked after children will be used.

Information for Parents

At St. Peter's Elwick CofE Primary, 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 may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Hartlepool and Tees Safeguarding Children Board procedures and inform the 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

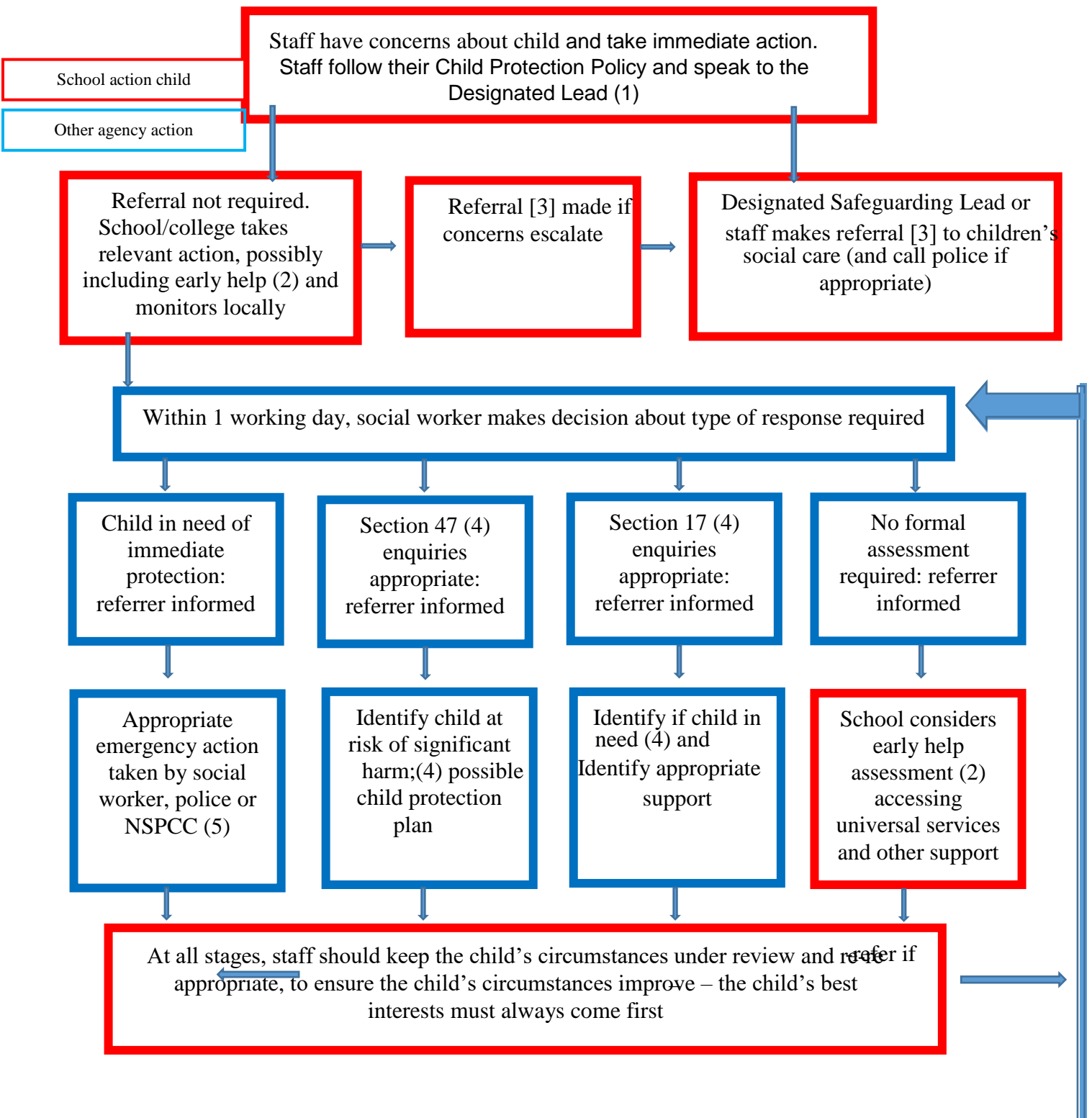
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral 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 (including via the internet). 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.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Hub, if necessary. These records may be either handwritten or electronic but will be stored via a secure system, currently on CPOMS. The Executive Headteacher and Head of School will be kept informed at all times.

From KCSIE 2018 page 13
Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguarding Children](#)
4. 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:

Whistle blowing/confidential reporting

Northern Lights Learning Trust's Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints / Allegation Management Towards or with a Child or Adult

A Safeguarding complaint involving a member of staff must be reported to the Head of School or Executive Headteacher immediately. Where there are concerns about the Head of School or Executive Headteacher, this should be referred to the chair of governors. In the event of allegations of abuse being made against the Head of School or Executive Headteacher it should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2018: pg 12)

Consultation without delay with the Designated Officer – Phil Curtis - The Children's HUB, Civic Centre, Victoria Road, Hartlepool, TS24 8AY (01429 401844) LADO@hartlepool.gcsx.gov.uk will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the CEO/appropriate senior Headteacher/Head of School must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded and the outcome reached must be noted to ensure closure.

www.teescpp.org.uk

Training and Support

All staff members should be aware of the systems within our 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; 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 decide the frequency and content of this CPD. At Northern Lights Learning Trust our whole school level training is held every two years. In addition, all staff members receive regular safeguarding and child protection updates via

staff meetings held weekly 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. Northern Lights Learning Trust and St. Peter's Elwick CofE Primary recognises that the only purpose of confidentiality in this respect is to benefit the child. (Hartlepool and Tees Safeguarding Children's Board child protection procedures). www.teescpp.org.uk

Record Keeping

Well-kept records are essential to good safeguarding practice. Northern Lights Learning Trust and St. Peter's Elwick CofE Primary 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 school and Trust's information sharing and recording policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018.

Safeguarding recording within St. Peter's Elwick CofE Primary is recorded on CPOMS. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. Retention guidelines for all information are followed accordingly.

Attendance at Safeguarding Conferences

In the event of St. Peter's Elwick CofE Primary 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

Northern Lights Learning Trust and St. Peter's Elwick CofE Primary 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. St. Peter's Elwick CofE 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 Operation Encompass 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 pupils' homes.

Northern Lights Learning Trust and St. Peter's Elwick CofE Primary also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer abuse policy for detailed information.

Therefore St. Peter's Elwick CofE Primary 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. This includes topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover 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.

St. Peter's Elwick CofE Primary 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) 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.

St. Peter's Elwick CofE Primary 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 **MUST** be read in conjunction with other related Trust policies, held in the school.

These include:

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list), prohibition from teaching check, section 128 check for management position 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 culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the 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 2016 and Working Together 2018. At St. Peter's Elwick CofE Primary we share this commitment.
- Trust Human Resources policies and procedures.
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2015. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy/Cyber/Online Bullying.**
- **Online Safety Policies** 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.**
- **Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer Abuse Policy.**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.
- **Pupils with Medical Needs Policy** and implications for our workforce, pupils and partnership with parents.
- **Attendance Management Policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's 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 LA teacher whose role is to champion the achievement of LAC in the school and work closely with the Designated

Safeguarding Lead and the Virtual Head Teacher within the LA who has responsibility for the LAC.

- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- Single equality scheme/Equality Objective Statement.
- **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.

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). Between 2014-2018, 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

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>

Non-Maintained Special Schools (England) Regulations 2015

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

Keeping Children Safe in Education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Children Act 1989/2004

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

Working together to safeguard children DOH (2015)

www.doh.gov.uk

Hartlepool and Tees Children's Safeguarding Hub

www.teescpp.org.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

Data Protection Act 1998

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

Sexual Offences Act 2003

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

Safeguarding Vulnerable Groups Act 2006

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

Freedom of Information Act 2000

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

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our school at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where Northern Lights Learning Trust's or St. Peter's Elwick CofE Primary School procedures or practices may change, following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe. This policy will be ratified by the Trust and will mirror closely the Trust policy.

This policy is reviewed and agreed by the Local Governing Body of St. Peter's Elwick CofE Primary and ratified by the MAT Board annually in the Autumn term.