

# Jesmond Gardens Primary School

## P o l i c y   S t a t e m e n t



## Safeguarding Policy

**September 2018**

**Person responsible:** Mr Philip Pritchard

**Governor Responsible:** Ms Elisa Arnold

**Date for next review:** September 2019

**Chair of Governor signature:**

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## Aims

The School aims to ensure that:

- Appropriate action is taken to safeguard and promote children's welfare at the earliest opportunity.
- All staff are fully aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues - and are encouraged to develop their own safeguarding/child protection knowledge at every opportunity.

## Policy Background / Statutory links

This policy is written in accordance to the regulations as stated in the September 2018 updated statutory guidance 'Keeping children safe in education' document and should be read in association with (but not exclusive to) the following linked policies:

- Child Protection
- Whistleblowing
- Health and Safety
- Safer recruitment

Other documentation referred to in the making of this policy include:

- 'Keeping Children safe in education - September 2018
- Working together to safeguard children - 2015
- 'The Prevent Duty' 2015
- Section 175 (2) of the Education Act 2001
- Information Sharing Policy - 2015
- What to do if you're worried a child is being abused - 2015
- Children and Family Act - 2014
- Teacher Standards 2012

The Governing Body of Jesmond Gardens Primary School ensure appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard children and promote children's welfare.

## Purpose of Policy

The purpose of this policy is to document the systems and procedures in place within Jesmond Gardens Primary School ensure the safeguarding and welfare of children and to ensure that there is a robust mechanism in place to monitor and review the effectiveness of these.

Effective safeguarding underpins the five elements of the 'Every Child Matters' agenda

- Be Safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

At Jesmond Gardens Primary School we have a core objective to keep children safe by;

- providing a safe environment for children and young people to learn in education settings; and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Ensuring all staff and adults working within our School are suitable vetted and cleared to work with our young people

Achieving this objective requires systems designed to:

- prevent unsuitable people working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved with young people.
- Maintain robust recording and monitoring systems that allow no child to 'slip through the net'.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

At Jesmond Gardens Primary School the health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school therefore has to ensure that this expectation becomes reality.

### School Vision and Values

At Jesmond Gardens Primary School, we believe 'Together, we grow and strive for the exceptional; everyone, everyday.'

This is underpinned by a series of core values:

- Trust
- Pride
- Happiness
- Teamwork
- Resilience
- Community

These values stretch in to our day to day practice and ensure they are evident in every element of our School. We all work hard to ensure all children reach their academic potential and be safe in everything they do.

## Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after



## Roles and responsibilities

### Key role of Staff

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, **at all times**, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, **staff members should always act in the best interests of the child**

(Keeping Children Safe in Education - 2018)

### Staff responsibilities

At Jesmond Gardens Primary School, **every** staff member must take responsibility for safeguarding and promoting the welfare of all children. This includes:

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

All Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

***Any staff member who has a concern about a child's welfare should follow the referral process as set out in Part B of this booklet.***

## All Staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff safeguarding handbook and code of conduct, the role and identity of the designated safeguarding lead (Appendix A) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation (Appendix B)

All staff and adults working in School will be required to sign annually:

- Staff code of conduct
- Acceptable User agreement
- DBS Confirmation form.

## The Designated Safeguarding lead (DSL)

**The DSL is a member of the senior leadership team. Our DSL is Philip Pritchard Headteacher.**

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of Hours, the DSL can be contacted on (07841 475522)

When the DSL is absent, the deputies - Carl Everett (Social Inclusion Officer) Carly Lupton (Parent Support Advisor) or Helen Bostock, Joanne Stuart, Rebwcca Nicholson (Assistant Headteachers) will assume safeguarding responsibilities.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will closely liaise with local authority case managers and designated officers for child protection concerns as appropriate.

## The Governing Body

The Governing Body will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.

The Governing Body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

**The Link Governor at Jesmond Gardens Primary School is Elisa Arnold**

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate - as detailed in the guidance:

**<http://www.teescpp.org.uk/allegations-against-staff>**

All Governors will read Keeping Children Safe in Education.

## The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

## Confidentiality

At Jesmond Gardens Primary School we have a consistent approach to confidentiality and data protection (GDPR); however, in the interests of safeguarding all children, Jesmond Gardens Primary School understands that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not stand in the way of the need to promote the welfare, and protect the safety of children.
- THE Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff in making an effective judgement. (see Appendix C)
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead.

## Section B

# General Safeguarding Information

### Ensuring Suitable Adults work with our Children

The school operates and maintains a Single Central Record in line with the DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school. The record includes the following details;

- Name
- Address
- Date of Birth
- Qualifications (where required for the role)
- Evidence of identity
- CRB disclosure number
- Date of CRB check
- List 99 check
- Review date of CRB
- Right to work in the UK

For regular visitors accessing the school site, evidence of identity is checked and disclosure number is taken and recorded on the Single Central Record.

Copies of evidence of identity are kept in the school safe for inspection by authorised authorities.

For people visiting the school on a 'one-off' or ad hoc basis and who will not have unsupervised access to pupils, photograph identification is requested and checked. A proportional risk-based approach will be applied when determining the amount and type of children's information being passed on to temporary staff and volunteers.

### Disqualification by Association

School staff covered by the guidance may be judged unsuitable to work with children if the following is true of someone in their household:

- They have been convicted/cautioned for certain sexual and/or violent offences
- Their children have been subject to certain court orders.
- They have been disqualified from private fostering

At Jesmond Gardens Primary School, we monitor such incidents by the completion of an annual declaration form (See Appendix E).

***NB: Any staff member who fails to disclose relevant information could be subject to a disciplinary investigation.***

### Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will **only** talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### Pupils with Special Educational Needs or Difficulties

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities.

This includes (but not exhaustive of):

- Regular Pupil Passport meetings with pupils and their parents
- Regular mentoring or 'Me Time'
- Additional support of specialist Support Staff

### Looked After Children

The most common reason for children being looked after is as a result of abuse and/or neglect. Governing Bodies should ensure that staff have the skills, knowledge and understanding to necessary to keep children safe.

At Jemsond Gardens Primary School, all staff are urged to be particularly observant around Looked after Children and to work with appropriate staff members to ensure their personal and educational needs are being full met.

It is also vitally important that all appropriate staff are fully aware of the terms around the Looked After arrangement - to ensure the safety and well-being of all children involved.

### Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

### Complaints and concerns about School safeguarding policies

#### Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. For full details of the procedure, visit:

<http://www.teescpp.org.uk/allegations-against-staff>

#### Other complaints

Complaints regarding any aspect off School life can be made by following the Trust Complaints Procedure (as set out in Appendix D)

### Whistle Blowing

If any staff member has a concern relating to safeguarding or any other element of practice within Jemsond Gardens Primary School - staff members should follow the protocol as outlined in the Whistle-blowing policy - available to all staff members on General Files.

### Operation Encompass

Jemsond Gardens Primary School recognises that children living in a home with Domestic Violence, could very well be victim to or witness to physical or emotional abuse in the home. As a result, School is part of the Operation Encompass communication strategy to ensure School staff are fully aware of any instances of domestic violence in our children's homes.

### Record Keeping

*'No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help, at any time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action'*

*(Keeping Children Safe in Education - 2016)*

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing on CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

### Attendance

Persistent absence from School can be a key sign of abuse; as such Attendance is scrutinised closely on a daily basis at Jemsond Gardens Primary School

Children who are absent are identified from the registers and first day response telephone calls are made to parents to establish the reason for absence. Correspondence is also sent home by post. The Inclusion Officer/Family Support Worker liaises with parents of children whose attendance is highlighted as an issue with involvement from the Local Authority attendance service and other agencies where appropriate. Statistics and trends in pupil absence are also monitored and these are reported to governors. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

The Inclusion team meet weekly at Jemsond Gardens Primary School there is early identification and investigation of children with poor or declining attendance.

### Non-Collection of Children

If children who are not collected at the end of the School day - the DSL or Social-Inclusion Officer will contact the Parents/Carers and may conduct a home visit. If unsuccessful, the Children's Hub will be informed.

### Missing Pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will liaise with the social inclusion team and the Children's Hub to locate the child/ren in question as soon as possible.

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Deputies are aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### Health and Safety

Effective Health and Safety arrangements are a key part in ensuring the safeguarding of children within our care.

The school has a health and safety policy in place - monitored and reviewed on a Termly basis and externally scrutinised by North Yorkshire LA.

Risk assessments covering all aspects of school operations are in place and have been reviewed by the LA Senior Health and Safety Officer. The responsibility for health and safety is that of the governing body, however this is delegated to the Headteacher.

Day to day health and safety issues are reported to the Site Manager Mr Derek Hoggarth for remedial action, however more fundamental concerns are escalated to the Headteacher.

Fire evacuation, and 'lock-down' practices are undertaken termly and these are reported to governors using the Headteacher report.

### Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### Childhood Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any signs of this abuse.

**If staff members have any concerns regarding children who may be a victim of Sexual exploitation; they must be discussed with the designated lead immediately.**

### E Safety

Jemsond Gardens Primary School has a duty to ensure all children and young people are safe when using the internet. As such School filtering services are deployed and monitored by School Staff to ensure any potentially harmful or inappropriate material is not accessible to children.

Jemsond Gardens Primary School is also aware though, that children have access to the internet outside of the School building, and as such see it as their duty to educate our children effectively in being E-Safe. We ensure all children are taught about the dangers of the internet and wider safeguarding issues to ensure all children are kept safe both inside and outside of School.

All staff who access the school computer network are required to read and sign the acceptable use policy (Appendix F) which details the conditions with which access is granted. Information about audits and violations of use are also featured. Any member of staff who is found to have abused the ICT network will have access rescinded and will face disciplinary action.

**If staff members believe any children may be involved in inappropriate use of the internet; or has evidence of a staff member inappropriately using the internet - the designated lead must be informed immediately.**

### Fabricated or Induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Children have varying needs which change over time. Judgements on how best to intervene when there are concerns about harm to a child will often and unavoidably entail an element of risk - the two extremes being leaving a child for too long in a dangerous situation or removing a child unnecessarily from their family. The way to proceed in the face of uncertainty is through competent professional judgements based on a sound assessment of the child's needs, the parents' capacity to respond to those needs - including their capacity to keep the child safe from significant harm - and the wider family circumstances (Working Together, 2006).

**If staff members have any concerns regarding children who may be a victim of fabricated or induced illness; they must be discussed with the designated lead immediately.**

### Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record)

The above indicators and risk factors are not intended to be exhaustive

## Training

### All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the local safeguarding board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least termly.

Volunteers will receive appropriate training, if applicable.

Staff ongoing training is available via: <http://lscbhartlepool.org>

### The DSL and Deputies

The DSL and Deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least termly (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose. Any Governors involved in the recruitment process of staff must have undertaken 'Safer recruitment' training.

## Recruitment - interview panels

*(Note: the following practice is a requirement for maintained schools and pupil referral units but is considered good practice for all schools.)*

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

## Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## Monitoring Arrangements

This policy will be reviewed **annually** by Philip Pritchard (Headteacher) in liaison with the Trust Safeguarding representative. At every review, it will be approved by the full governing board.

## Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Whistle Blowing
- Acceptable User

## Part C

# Reporting Protocols

## Recognising Signs of Abuse

'All School staff should be aware abuse, neglect and safeguarding issues are rarely standalone events than can be covered by one definition or label. In most cases multiple issues will overlap with one another'

(Keeping Children Safe in Education - 2016)

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family or in an institutional or community setting by those known to them or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children:

All staff should also be very aware of the possibility of **peer on peer abuse**. This is most likely to include, but not limited to bullying (including cyber bullying) gender based violence / sexual assaults and sexting. Staff should be very clear as to the schools policy with regards peer on peer abuse.

There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse of exploitation
- Neglect

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and/or attention-seeking behaviour
- Suspicious bruises or marks with unsatisfactory explanations
- Lack of self-esteem / Depression
- Self-injury
- Age inappropriate sexual behaviour
- Child sexual exploitation.

School leaders and staff who work directly with children and young people should read Annex A of 'Keeping Children Safe in Education - 2016' which contains additional information about specific forms of abuse.

Please also refer to 'What to do if you're worried a child is being abused - Advice for practitioners 2015.

**If a child is suffering or likely to suffer from harm, or in immediate danger**

Make a referral to children's social care (523680 / 523878) and/or call the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

**If a child makes a disclosure to you...**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow time for them to talk and do not ask any leading questions.
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them that they should have told you sooner.
- Explain what will happen next and that you will have to pass the information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible on CPOMS - and keep it in the children's words. Stick to the facts, and do not put your own judgement on it.
- Make sure the DSL is informed of the incident as soon as possible.

### If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix D.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

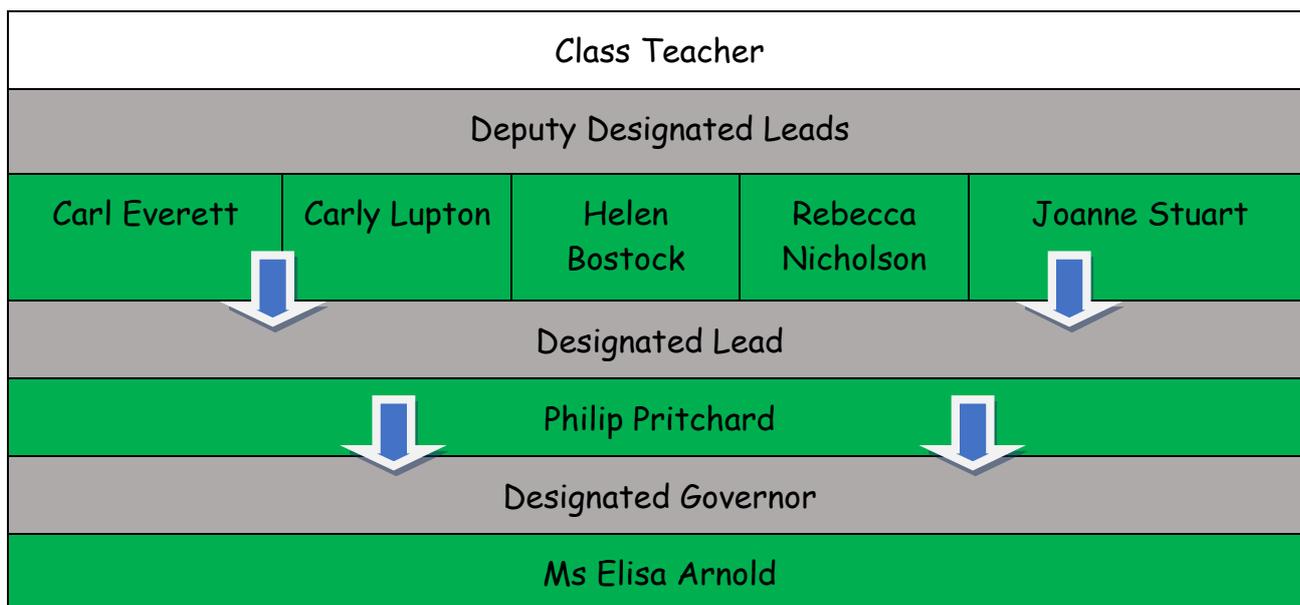
**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out: or discovers that a **pupil age 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

**If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

If you have concerns about a child's welfare follow this protocol:



Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, speak one of the Deputy DSLs.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

**Early help**

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help can be contacted on (01429) 523680.

### Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

### Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors:

Elisa Arnold - [chairofgovernors@jesmondgardens.com](mailto:chairofgovernors@jesmondgardens.com)

If a Staff member or volunteer is suspected of behaving in a way that could have harmed a child, then School Safeguarding procedures will be followed and a referral made to the Local Authority Safeguarding Officer (LADO).

For details of the investigation process, please visit:

<http://www.teescpp.org.uk/allegations-against-staff>



# Part of the Stranton Academy Trust



### If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, speak to one of the deputy DSLs and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil.

You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related



**STOP**  
TERRORISTS'  
& EXTREMISTS'  
ONLINE  
PRESENCE

(This reporting link is available on the School website)

### Concerns of allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boy's perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation on CPOMS and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by [insert your procedures for making pupils aware of this here]
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### Concerns a child has been involved in 'Sexting'

#### Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

#### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Recording incidents**

All sexting incidents should be recorded as set out in the record-keeping section of this policy.

# Appendix

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## Appendix A – Role and responsibilities of DSL

### The role of the designated lead

The designated safeguarding member of staff will:

- Circulate the Safeguarding and Child Protection Policy to all adults and volunteers working within the school and to the extended services of the school.
- Support teachers, volunteers and governing body members on matters of child protection.
- Act as a point of reference for child protection concerns.
- Ensure all staff and volunteers receive regular safeguarding and child protection updates (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively.
- Ensure that chronologies are on the files of all Looked after children, Children in need, Children in need of protection and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor and all other pupils as agreed/advised.
- Take responsibility for collating and securely storing records of incidents and concerns.
- Attend Child Protection Case Conferences and Core Groups on pupils in their school and provide written reports. Where this is not possible, any member of staff must act on their behalf and be fully briefed prior to attending.
- Attend strategy meetings on children from their school.
- Provide the schools' Safeguarding and Child Protection Policy to any parent upon request and publish it on the website.
- Ensure that all new staff, including supply staff, receive safeguarding induction and are given a copy of the induction document and sign upon receipt. (See Induction Policy)
- That the policy is reviewed annually and any amendments are recorded and dated.
- Ensure whole school safeguarding training every 3 years.
- Attend manager update training every 2 years.
- Ensure work related placements follow the agreed safeguarding guidelines.
- Provide an annual safeguarding report to school Governors.
- Undertake safeguarding self-assessment every 2 years.
- Collate information for participation in the Multi Agency Risk Assessment Conference (MARAC) process.
- Undertake school risk management meeting of children and young people who pose a risk.
- That pupils, staff and parents/carers are aware who the Designated teacher for Child protection is and how they can be contacted.
- Complete the MARAC form as requested ensuring that information is sought from all school records and return the information to the LA.

## Appendix B: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is 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 abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Appendix C: 7 Golden Rules of Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be, shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and wellbeing:** base your information-sharing decisions on considerations of the safety and wellbeing of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Appendix D - Making a Complaint

Jemsond Gardens Primary School aims to provide a high quality and accessible service to parents and children.

Occasionally, a parent or child may feel that they have a complaint against some aspect of the school, or an individual member of staff. Usually it is possible to resolve any problems as soon as they occur. If not, then you should follow the complaints procedure set out below:

### Stage One

Firstly, put your complaint in writing to the Headteacher. Full details should be given letting us know what it is you are unhappy about.

We will acknowledge your complaint as soon as possible and fully investigate the matter within seven days. We will keep you up to date about what is happening and give you a full reply.

The response you will receive will be copied to the staff members concerned, with recommendations for any action to be taken. If you are not satisfied with the outcome, you can ask the Headteacher to refer the matter to the next stage.

### Stage Two

The Headteacher will refer the complaint and the response to the Governing Body. The Governing Body will investigate the complaint together with the response at a convened meeting.

The Governing Body will send a reply within fourteen days outlining how the complaint has been investigated and detailing the outcome.

Any complaint can be emailed to the Chair of Governors, Elisa Arnold at [chairofgovernors@jesmondgardens.com](mailto:chairofgovernors@jesmondgardens.com) or mailed to him in an envelope marked 'Private and Confidential' to Elisa Arnold, Chair of Governors, Jesmond Gardens Primary School, Hartlepool, TS24 8PJ

### Stage Three

If you are not satisfied with the outcome of the *Governing Body* meeting you are able to take the matter to the next stage - this can also be done from stage one.

A complaint can be made directly to the Academy Trust Board that governs Jesmond Gardens Primary School. This can be done by emailing the Chair of the Trust Peter Hart [Director@strantonacademytrust.co.uk](mailto:Director@strantonacademytrust.co.uk); or mailed to him in an envelope marked 'Private and Confidential' to Peter Hart, Chair of Stranton Academy Trust, Stranton school, Southburn terrace, Hartlepool. TS25 1SQ.

### Stage Four

If you feel your complaint has still not been resolved to your satisfaction, this can be escalated to OFSTED.

This can be done by referring your complaint and the outcome to:

OFSTED

National Business Unit

OFSTED

Royal Exchange Building

Manchester

M2 7LA

The decision of the registration committee is final.

Appendix E

Safeguarding and Child Protection Policy 2018

I have read the Child Protection and Safeguarding Policy and will ensure that I adhere to the expectations of this policy and all associated policies as listed below to ensure that all children are safeguarded to the best of our ability.

Name:

Position:

Signed:

Date:

DBS and Disqualification by association

I have nothing to declare in terms of change to my own DBS circumstances, or that of other people who would be covered by the Disqualification by Association criteria.

Name:

Signed:

## Appendix F

### Acceptable Use Agreement for Staff, Governors and Volunteers

All adults within the school must be aware of their safeguarding responsibilities when using any online technologies, such as the internet, email or social networking sites. They are asked to sign this agreement so that they provide an example to children and young people for the safe and responsible use of online technologies. This will educate inform and protect adults so that they feel safeguarded from any potential allegations or inadvertent misuse themselves.

- I know that I must only use the school equipment in an appropriate manner and for professional uses
- I understand that I need to obtain/check permissions for children and young people before they can upload images to the internet.
- I know that images should not be inappropriate or reveal any personal information of children.
- I have read the procedures for incidents or misuse in the ICT Acceptable Use Policy so that I can deal with any problems that may arise, effectively.
- I will report accidental misuse.
- I will report any incidents of concern for a child's safety to the headteacher or the designated Child Protection Officer.
- I know who the nominated Child Protection Officers are.
- I know that I am putting myself at risk of misinterpretation and allegation should I contact children via personal technologies, including my personal email. I know I should use the school email address and telephones to contact parents.
- I know that I must not use the school system for personal use unless this has been agreed by the headteacher.
- I know that I should complete virus checks on my laptop, memory sticks or any other devices so that I do not transfer viruses, especially where I have downloaded resources.
- I will ensure that I follow the Data Protection Act 1998 and know what this involves.
- I will ensure that I keep my password secure and not disclose any security information unless to appropriate personnel. If I feel someone inappropriate requests my password I will check with the headteacher or ICT co-ordinator prior to sharing this information.
- I will adhere to copyright and intellectual property rights.
- I will not install hardware and software on any device unless I have been given appropriate permission to do so by a member of the ICT team.
- I accept that the use of any technology designed to avoid or bypass the school filtering system is forbidden.

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- I understand that intentional violation of this rule may result in disciplinary procedures being initiated
- Should I be a member of social networking sites, I will keep my profile secure and will avoid contact with parents, pupils and/or ex pupils related to the school. I understand that any action or comment made by myself that brings the school or colleagues into disrepute or compromises pupil or staff confidentiality will be classed as a disciplinary matter. (see Social networking policy)
- I understand my computer usage will be monitored by the software 'Policy Central'. Any inappropriate use identified by this software could lead to disciplinary action.

I have read, understood and agree with this Agreement as I know that by following them I have a better understanding of e-safety and my responsibilities to safeguard children and young people when using online technologies.

Signed:

Date:

Name (Printed)