



Hummersea Primary School

Child Protection & Safeguarding Policy

January 2024

Purpose and Aim

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

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school 'culture of vigilance' in Hummersea Primary School creates a safe space where children are;

- supported, listened and responded to effectively
- valued in what they choose to share
- and that ALL staff act immediately, with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of this policy is 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 within Hummersea Primary School are committed to keeping children safe by safeguarding and promoting the welfare of children in our care through our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

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

Prevention: positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, the identification of early and additional support/services to children and families and recognising and reducing risks to children (including harassment, bullying/cyber-bullying and prejudice-based and discriminatory bullying, victimisation, sexual violence and sexual harassment, criminal/sexual exploitation including county lines and serious violent crime, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, female genital mutilation and forced marriage).

Protection: following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and ensuring that every member of staff has regular training and updates. Staff are supported to refer their concerns to the Designated Safeguarding Lead; Claire Moonie, Deputy Designated Safeguarding Leads; Claire Grainger/Sarah Whalley/Emily Muscroft or the Multi Agency Children's Hub (01642 130 700).

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.

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.

Support: for pupils and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm, taking action to enable all children to have the best outcomes.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day.

(KCSIE 2023)

All staff have a responsibility to recognise child abuse, neglect, exploitation, and child-on-child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Additional guidance on how our school supports areas of additional need or harm

are provided in the hyperlinked documents in Keeping Children Safe in Education 2023. **Where the school has created an additional policy because of any specific area of need, this is to read in conjunction with this Child Protection Policy.**

Broadly, the areas from Keeping Children Safe in Education, 2023 include;

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children in the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent duty
- Channel
- Sexual violence and Sexual harassment between children in schools and colleges
- Serious Violence
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- FGM mandatory reporting for duty teachers.
- Forced Marriage
- Additional Advice and support

(KCSIE 2023)

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

Framework and Legislation

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

Hummersea Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: South Tees Safeguarding Children Partnership <https://stscp.co.uk/> and partner agencies in all cases where there is a concern about significant harm.

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

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(Adoption and Children act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989.) Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Multi Agency Children's Hub (MACH) undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2023 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2023 which applies to all schools, including maintained Nursery schools. The Children Act 1989 sets out the legal framework.

EYFS

To ensure the safety and the wellbeing of the children in our Early Years setting, Hummersea Primary school ensures we follow the current recommended ratios and qualifications for the safe care of children, as set out in the Statutory Framework for the Early Years Foundation:

For Early Years providers

- For children aged two: one member of staff for every five children.
 - At least one member of staff will hold a relevant level 3 qualification. At least half of all other staff in the group will hold a relevant level 2 qualification.
 - For children aged three where there is a suitably qualified level 6 or persons with qualified teacher status working directly with the children the ratio can be
- 5 one member of staff for each thirteen children.

- For children aged three where there is no suitably qualified level 6 or persons with qualified there will be one member of staff for every eight children.
- At least one member of staff will hold a full and relevant level 3 qualification and at least half will hold a relevant level 2 qualification.
- Only those aged 17 or over will be included in the child/staff ratios. Where there are staff under 17 years of age, they will always be supervised by a level 3 qualified member of staff.
- Students and volunteers on long-term placement aged 17 years or over and staff working as apprentices in early education aged 16 or over may only be included in the ratios if the manager is satisfied that they are competent and responsible.
- At least one person who has a current Paediatric First Aid (PFA) will always be on the premises and available when children are present and will accompany children when they go on outings.

Food safety

Hummersea Primary School ensures that we take all necessary steps to keep children safe and well. Before a child is admitted to the setting, we obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Additionally, it is ensured that all staff involved in the preparing and handling of food has receive training in food hygiene. (Statutory Framework for the Early Years Foundation Stage)

Evidence Me

Evidence Me is an observation, assessment and reporting app. It shows the impact of children's learning by capturing learners' experiences, monitoring their development, and creating reports to share their progress. Hummersea Primary School ensures that we are safeguarding ALL children in the EYFS. Parents are made aware that any observations shared with them, will not include groups of children, or any children other than their own.

Intimate Care Policy

Hummersea Primary School is committed to ensuring that all staff responsible for the intimate care of children will always undertake their duties in a professional manner. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Children's dignity will be preserved, and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children, have a high awareness of child protection issues. Staff will work in partnership with parents/carers to provide continuity of care. **Intimate Care Policy to be read in conjunction with this policy.**

Roles and Responsibilities for Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse inside or outside the family home; including in addition to the four categories of harm;

- issues such as sexual abuse (including harassment and exploitation)
- domestic abuse in their own intimate relationships (teenage relationship abuse)
- child criminal exploitation (CCE)
- child sexual exploitation (CSE)
- county lines and serious violent crime
- honour'- based abuse (HBA) inclusive of female genital mutilation (FGM) and forced marriage
- radicalisation (extremism, radicalisation and terrorism)
- harassment
- bullying including cyber-bullying
- prejudice-based and discriminatory bullying and victimisation
- preventing impairment of children's health (physical and mental health) or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This includes everyone under the age of 18.

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

- Ensure that they clearly understand their school's systems and procedures for sharing information to safeguard and promote the welfare of children as shared in this policy.
- Ensure that they listen to and reflect on the voice of the child at all times (taking the child's wishes and feeling into account) and reassuring them that they will take seriously any concerns raised to them by the child and both support them and keep them safe. This will include determining what action to take and what services to provide on behalf of the child in need (for non-safeguarding concerns).
- Ensure that they report any concerns of harm to any child to the Designated Safeguarding Lead immediately and consistently promote a culture of vigilance in school, where concerns are shared and dealt with as soon as possible (However, all staff can refer their concerns directly to the Multi

Agency Children's Hub (MACH) if necessary, and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).

- Ensure that they immediately share with the Designated Safeguarding Lead (or deputies) information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them, should be recorded in writing. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children.
- Ensure that they feel confident in reassuring victims that they are being taken seriously and they will be supported and kept safe.
- Ensure that they are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or recognise that their experiences are harmful. Therefore, all staff should exercise their professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. This also means considering how to best build trusted relationships with children and young people which facilitate communication.
- Ensure that they maintain an attitude of 'it could happen here' in respect of any safeguarding issues and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff Behaviour/Code of conduct of 'low level' Concerns Policy.
- Ensure that they receive appropriate safeguarding and child protection training (including online safety which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. This training will be regularly updated. In addition, all staff will receive updates as required, and 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, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).

- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they 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.
- Ensure that they understand, through online safety, that technology is a significant component in many safeguarding and well-being cases, and the additional risks for pupils online and continue to promote the schools Online Safety Policy/Mobile and Smart Technology (Acceptable Use Policy) in the protection of all pupils. This includes the management of internet access via children's or mobile phones or electronic devices, that can allow them unlimited access to the Internet without any restrictions using their own data allowance (3G 4G 5G) It is clear that in Hummersea primary schools Online Safety Policy/Mobile and Smart technology (Acceptable Usage Policy/Procedure the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the Internet. This includes not using their mobile phones and smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content.

Hummersea Primary School will work with the Local Authority social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

Hummersea Primary School has appointed **Claire Moonie** from our SLT to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection (including online safety and understanding filtering and monitoring systems and processes in place) a role which requires significant responsibility. The Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the post and is given the additional time, funding, training, resources and support to carry out the role effectively. The Designated Safeguarding Lead will also provide advice and support to other on staff on children welfare, safeguarding and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2023).

At Hummersea Primary School we have appointed three Deputy Designated Leads, who are part of the safeguarding team; **Claire Grainger, Sarah Whalley and Emily Muscroft**. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for

child protection will not be delegated and remains with the Designated Safeguarding Lead. However, if there is an immediate safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Multi Agency Children's Hub (01642 130 700).

The broad areas of responsibility for the Designated Safeguarding Leads, as identified in KCSIE 2023, are outlined here:

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school) 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 and colleges, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and /or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals and work with others

The Designated Safeguarding Lead is expected to refer cases:

- Of suspected abuse to the Multi Agency Children's Hub and support staff who make referrals to the Multi Agency Children's Hub.
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Where a crime may have been committed to the police as required.

Work with Others

- Act as a source of support, advice and expertise for all staff,
- Act as a point of contact with the safeguarding partners (South Tees Safeguarding Children Partnership)
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).

- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort and
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and Managing the Child Protection File

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing

advice.

Where children leave the school (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. 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 or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The Designated Safeguarding Lead should:

- Ensure each member of staff has access to and understands, the school's Child Protection Policy and procedures, especially new and part-time staff.
- Ensure the school's or colleges Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Governing Bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the South Tees Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding and
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker, are experiencing with teachers and school and college leadership staff.

Training, Knowledge and Skills

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

identify, understand and respond to specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's socialcare referral arrangements.
- Have a working knowledge of how Local Authorities conduct a child protection caseconference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard andpromote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in respondingto this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the importance of information sharing, both within the school or college, and with the safeguarding partners (South Tees Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Understand and support the school or college with regards to the requirements of thePrevent duty and are 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 tokeep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) faceonline, 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; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place toprotect them.

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

Providing Support to Staff

Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- Ensure that staff are supported during the referrals processes and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the view of Children

It is important that children feel heard and understood. Therefore, Designated Safeguarding Leads should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

Designated Safeguarding Leads should be equipped to:

- Understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners,
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Taken from Keeping Children Safe in Education, 2023: Annex C.

Responsibilities of The Governing Body

The Governing Body at Hummersea Primary School has strategic leadership responsibility for Hummersea primary schools safeguarding arrangements and will ensure that the school complies with its duties under legislation including the obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018 (UK GDPR) and the local multi agency safeguarding arrangements

The Governing Body at Hummersea Primary School should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Keeping Children Safe in Education, 2023, including confirming that all policies and procedures adopted by the governing body (particularly those concerned in referrals of cases of suspected abuse and neglect) are understood, and followed by staff. The Governing Body will also ensure all Governors receive appropriate safeguarding and child protection (including on line which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and ensure themselves that the safeguarding policies and procedures in place at Hummersea primary school are effective and support the delivery of a robust whole school approach to safeguarding.

At our School the senior lead Governor/board member for safeguarding is **Jeanne Parncutt**.

The role of this individual is to:

- Ensure that the allocation of additional time, funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the Governing Body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the Governing Body or Proprietors are aware of their Local Safeguarding Children Partnership arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding Governor is not the Chair of Governors it is important to indicate the role of the Chair in safeguarding, which is to:

- Ensure that they liaise with the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made

against the Headteacher, or member of Governing Body of an independent school.

- Ensure that in the event of allegations of abuse being made against staff (including supply staff, volunteers and contractors) and the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority Designated Officer (LADO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates including (online safety which, amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) (for example, via e-mail, E bulletins, staff meetings) as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governors will also ensure that the training is integrated, aligned and considered as part of Hummersea primary schools safeguarding approach and culture of vigilance.
- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to potentially harmful and inappropriate online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students, and staff in the use of technology and established mechanisms to identify, intervene and escalate any concerns where appropriate. This also means confirming that staff, pupils, and visitors to their site follow Hummersea primary schools Online Safety/Mobile and Smart Technology/Acceptable Use policy (which reflects the fact many children have unlimited and unrestricted access to the Internet via mobile phone networks (i.e. 3G, 4G and 5G). Companies will also ensure that this is regularly reviewed, and risk assessed to keep up with evolving cybercrime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).
- Ensure that children are taught about safeguarding, keeping themselves safe, including online safety through Relationships Education (Primary) or Relationships and Sex Education (Secondary) and that this approach to teaching is tailored to meet the specific needs and for abilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBT).
- 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 children will be used.

- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that if Hummersea primary school's premises are rented or hire to organisations or individuals that they have appropriate safeguarding and child protection policies and procedures in place to keep children safe and that appropriately liaison occurs between organisations and schools on any safeguarding matters. 'Guidance on keeping children safe in out-of-school settings' DfE details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Information for Parents

At Hummersea Primary School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tees Safeguarding Children Partnership arrangements and inform the Multi Agency Children's Hub (MACH) or the 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 2023 defines the categories of harm as:

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Neglect

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

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

Sexual Abuse

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

*The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer/child on child abuse) in education and all staff should be aware of it.

**It is more likely that girls will be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

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 as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Children potentially at greater risk of harm

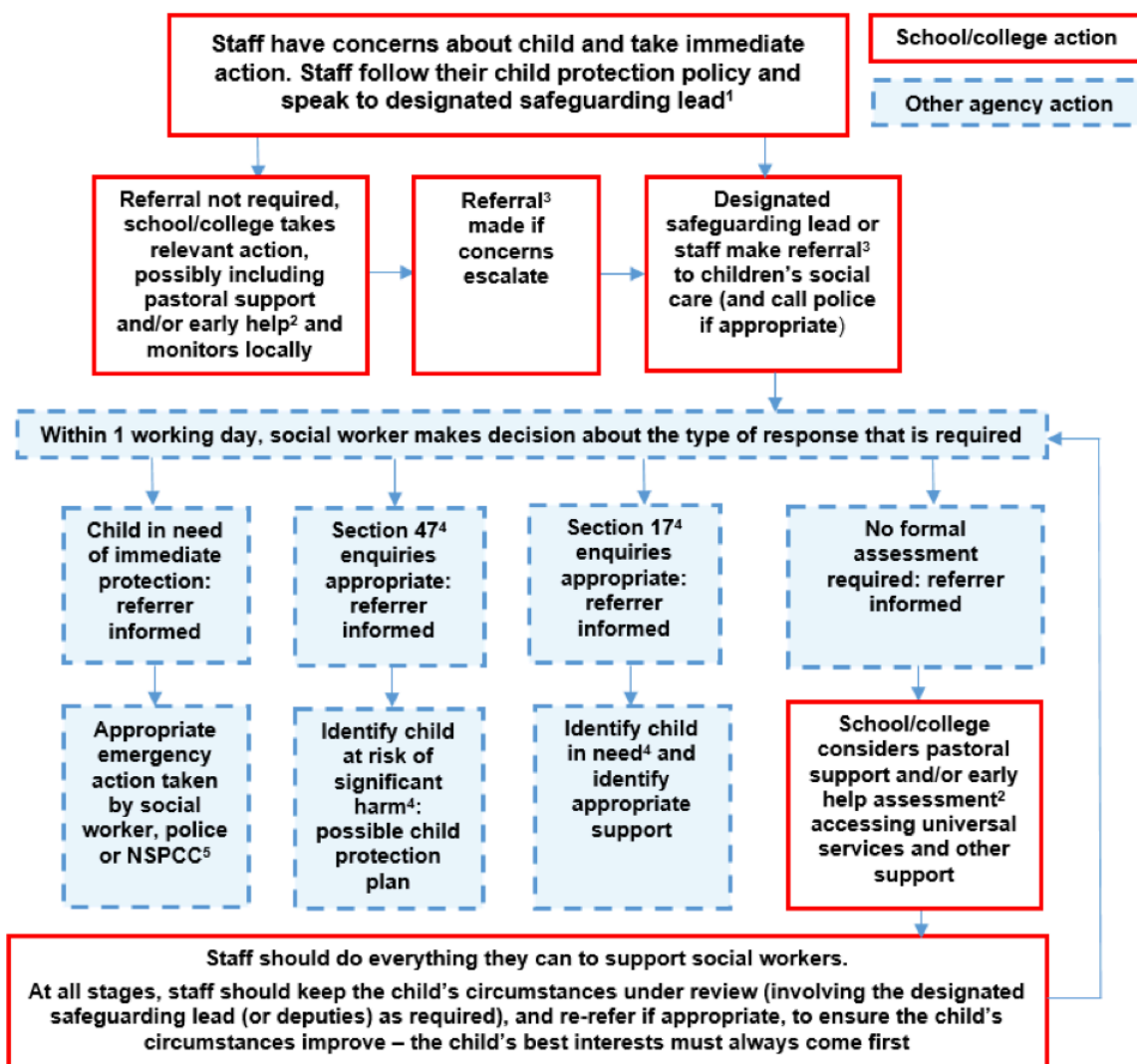
Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Staff should be aware that experience and indicators of girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they may be at higher risk of sexual exploitation. Staff should also be aware of the indicators that signal a child is at risk from or involved in serious violent crime, for example being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff should be able to recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, being absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Multi Agency Children's Hub (MACH) if necessary. These records will be stored on CPOMS a virus secure system. The Head Teacher will be kept informed at all times.

Taken from KCSIE (2023)

Actions where there are concerns about a child



¹ In cases which also involve a concern or 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, an early help inter-agency assessment should be arranged. See [Working Together to Safeguard Children](#) for further guidance

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Whistle Blowing/Confidential Reporting

Hummersea Primary School's Whistle Blowing/Confidential Reporting Policy provides guidance to staff, volunteers and contractors and how can they raise concerns and receive appropriate feedback on action taken, when staff have concerns about an adult's behaviour.

Management of a safeguarding concern or allegation about an adult that does or does not meet the harm threshold:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) harming or posing a risk of harm to children, then this should be referred to the Head teacher. Where there are concerns or allegations about the Head Teacher, they should be referred to the Chair of Governors. In the event of concerns allegations about the governing body, these should be reported directly to the designated officer at the local authority (LADO).

Consultation without delay with the Designated Officer - Joanne Dickerson, Tel: 01642 130700 will determine what action follows. A multi-agency strategy may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff will attend this meeting, which will be arranged by the Designated Officer. All issues will be recorded on the allegation management form and the outcome reached will be noted to ensure a closure.

<https://stscp.cp.uk/>

Where this concern does not meet the harm threshold, all staff should continue to follow their Staff Behaviour/Code of Conduct (Inclusive of Low Level Concerns) policy and share information with the **Headteacher**. This concern may be where adults behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

Training and Support

All staff members should be aware of the systems within their school or college 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, the policy and procedures to deal with Child-On-Child abuse; The Behaviour Policy (which includes measures to prevent bullying, including cyber bullying, prejudice based and discriminatory bullying), the Staff Behaviour/Code of Conduct (inclusive of 'low' level concern, allegations against staff and Whistleblowing) Policy, the Safer Working Practise Document the safeguarding response to children who go missing from education and the role and the identity of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and curriculum planning. The Governing Body decides the frequency

and content of this CPD. 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 those working with children, particularly in the context of safeguarding. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputies) and Local Authority children's social care team. Hummersea Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

South Tees Childrens Partnership <https://stscp.co.uk/>

Record Keeping

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Well-kept records are essential to good safeguarding practice. Hummersea Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All records include, a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action, and Outcome). All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need to know basis.

Safeguarding recording within Hummersea Primary School is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. At Hummersea Primary School we started electronic recording from 2021. All recording prior to this is in paper format.

Supporting Children

Hummersea Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Hummersea 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 the Operation Encompass Leader 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.

Hummersea Primary School also recognises that children are capable of abusing other children. Child-on-Child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately as part of our schools zero tolerance approach to unacceptable behaviour. No Child-on-Child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Child-on-Child Abuse Policy for detailed information.

Therefore Hummersea Primary School will endeavour to support all its pupils through a clear set of values and standards upheld and demonstrated through all aspects of school life:

- 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 that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have the personal strategies/safety plans that allow them to manage their own safety both on and offline. This can include topics covered as part of the Relationship, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which covers harm, abuse, positive and healthy relationships and crime. Such a curriculum will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).
- A whole school approach to online safety that considers the four areas of risk: content; being exposed to legal, inappropriate or harmful content. Contact; being subjected to harmful online interaction with other users. Conduct; personal online behaviour that increases the likelihood of, or causes, harm. Commerce; risks such as online gambling, inappropriate advertising, phishing and/or financial scams.
- 23 A coherent management of Behaviour and Discipline policies and 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.

Hummersea Primary School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood, or injury, must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, 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 to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND and certain medical conditions.

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

This policy MUST be read in conjunction with other related school policies.

These include:

- Safer Recruitment Policy (Redcar and Cleveland Council)
- Staff Code of Conduct (including low level concerns) Policy
- Confidentiality and Whistle Blowing Policy
- Behaviour Policy
- Intimate care policy
- Online Safety (including filtering and monitoring) policy/Mobile and Smart Technology (Acceptable use policy)
- Child-on-Child Abuse Policy

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

