

The Board of Governors at Brambleside Primary School

Formally adopted this Policy/Procedure/Guidance/Guideline

Policy Name	Child Protection and Safeguarding Policy
Name & Signature Chair of Governors	Bill Parker
Name & Signature Headteacher	Drew Brown
Date approved	
Source	School
Lead	Michelle Eaton-Brown
Review Frequency	Annual
Audience	Staff/Parents
Situated	L – 9
Type	No Changes / Changes / New

Brambleside Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority

Contents

	Content
	Named Staff and Initial Contacts Cover Arrangements The Role of a Designated Safeguarding Lead The Role of the Governing Body Safer Recruitment and Selection Induction
	Safeguarding Referrals
	Confidentiality Monitoring
	Mission Statement Aims of this Policy Purpose of this Policy Statutory Guidance
	Safeguarding Child Protection School Staff
	Extended School Activities Parents and Other Working Partners Safeguarding as Part of our Everyday Practice
	Safeguarding of Children with Special Educational Needs (SEN) and Disabilities Contextual Safeguarding
	Safeguarding within our Curriculum
	School Procedures for Child Protection
	When Should we be Concerned?
	Honour Based Violence & abuse Child Sexual Exploitation Child on Child Abuse Female Genital Mutilation Forced Marriage Extremism and Radicalisation Domestic Violence/parental conflict Sexting Criminal Exploitation of Children Carrying Knives/Offensive Weapons Sexual Violence and Sexual Harassment between Children Trafficking Upskirting Serious Crime
	Dealing with a Disclosure Record Keeping
	Records, Monitoring and Transfer Safer Recruitment
	Allegations Involving School Staff Whistle Blowing
APPENDICES	
	1) Definitions/signs and symptoms of abuse
	2) Other areas related to abuse
	3) Flowcharts of Actions when there are Concerns about Child
	4) Process of Dealing with Allegations Against Staff
	5) Safer Recruitment and DBS checks
	6) Glossary of terms

Named Staff and Initial Contacts

Designated Safeguarding Lead (DSL): Michelle Eaton-Brown

MEaton-Brown@bramblesideacademytrust.co.uk Tel: 01536 310680

Deputy Designated Safeguarding Leads (DSLs):

Drew Brown – dbrown@bramblesideacademytrust.co.uk Tel: 01536 310680

Natalie Goosey – ngoosey@bramblesideacademytrust.co.uk Tel: 01536 310680

Nominated Safeguarding Governor:

Bill Parker - BParker@northamptonshire.gov.uk Tel: 01536 310680

Designated Teacher for Looked After Children (LAC) and those that have previously been LAC children: Michelle Eaton-Brown

Safeguarding, advice and training contacts: Lesley Pollard, *Northamptonshire Safeguarding Children Partnership*

Cover Arrangements

During term time, the Designated Safeguarding Lead and/or a Deputy Designated Safeguarding Lead will be available during school hours for staff in the school to discuss any safeguarding concerns.

Early Help Advice and Assessment

Early help means, “Providing support as soon as the problem emerges, at any point in the child’s life from the foundation years through to the teenage years” (Working Together - 2018). As soon as problems start to emerge staff will identify support for those children and families. This may be to involve intervention from other agencies.

In Northamptonshire, early help services are defined as operating across Levels 2 and 3 of the Triangle of Need (see “Northamptonshire Thresholds and Pathways” for more details). Early help, advice and guidance concerning child welfare can be obtained from the Early Help Co-ordinators based at the MASH:

0300 126 7000 (Option 1, then Option 2).

www.northamptonshire.gov.uk/earlyhelp

Safeguarding Referrals to the Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) also deals with referrals from professionals and members of the public who may have concerns about a child’s welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way the county council: Children’s Social Care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and Education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire Health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

Due to new government guidance set out in *Working Together to Safeguard Children 2018*, there are now three organisations in Northamptonshire who are jointly responsible for the partnership arrangements for keeping children safe:

- Northamptonshire County Council

- Northamptonshire Police
- Northamptonshire Integrated Care Boards (previously known as Clinical Commissioning Groups - Nene CCG and Corby CCG).

Safeguarding Referrals must be made in the following way:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 7000** followed up by completion of the online referral form if requested by MASH;
 - By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
 - In an emergency outside office hours, by contacting the Emergency Duty Team on: 01604 626 938 or the Police on: 999.

If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and / or an ambulance using 999.

For referrals regarding allegations against adults in education contact the Designated Officers (DO)

<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

Andy Smith: 01604 367862

Christine York: 01604 362633

DO Administration: 01604 364031

Or contact the MASH and ask to speak to one of the Designated Officers.

Complex Case Discussions

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Should this situation arise, a DSL will complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion will be sought. Decisions on a way forward will be suggested by an Early Help Co-ordinator who will contact the school to offer advice and to agree actions. T

Locality Forums

There are ten Locality Forums across Northamptonshire. They aim to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each area.

Joining up resources and developing solutions to address local needs is a key role of the Locality Forums, which are made up of key local stakeholders including academies, early years, NCC education, GPs and school nurses. Key pieces of work have been developed as a result of these Forums.

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/locality-forums.aspx>

OTHER USEFUL LINKS

Local

Northamptonshire Safeguarding Children Partnership Telephone: **01604 364036**

Email: nscb@northamptonshire.gcsx.gov.uk

www.northamptonshirescb.org.uk
www.northamptonshirescb.org.uk/schools

Departmental advice providing more information on advice and neglect

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

[Guidance for Teaching Online Safety in Schools](#)

Thresholds and Pathways document:

<http://www.northamptonshirescb.org.uk/about-northamptonshiresafeguardingchildrenboard/news/thresholds-and-pathways/>

Early Help

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/earlyhelp-assessment.aspx>

DWP – Services Directory (HM Gov/NCC)

Education Inclusion Partnerships

Online referral form available at:

<https://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/SEND/local-offer/local-government-department/26-educational-inclusion-andpartnership-eip-team-ncc>

Community Safety Team, Northamptonshire County Council Contact Community Safety and Harm Reductions

<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-andemergencies/community-safety/Pages/default.aspx>

Prevent Officers

DS Andy Blaize

DC Shane O'Brien

DC Jody Williams

Prevent@northants.pnn.police.uk

Safeguarding Adults access advice:

<http://www3.northamptonshire.gov.uk/councilservices/adult-socialcare/safeguarding/Pages/safeguarding-adults-board.asp>

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0800 800 5000

Childline:

<http://www.childline.org.uk>

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

Professionals Online Safety Helpline:

<http://www.saferinternet.org>

helpline@saferinternet.org.uk

0844 3814772

Parents Protect (Safeguarding Information for Parents, Carers and Staff)

www.parentsprotect.co.uk

PREVENT

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-theprevent-duty>

email: prevent@northants.pnn.police.uk or phone 101 then ext 341166)

NSPCC Whistleblowing Helpline

Staff can also call the NSPCC's *what you can do to report abuse* helpline on 0800 028 0285 from 8am to 8pm Monday to Friday if they have concerns regarding the way a concern is being handled at school or they can email help@nspcc.org.uk or use the website <https://www.gov.uk/whistleblowing>

The Role of a Designated Safeguarding Lead

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
- ☐ Keep the head teacher informed of any issues, and liaise with Local Authority case managers and Designated Officers for child protection concerns as appropriate.
- ☐ help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social

worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

- ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The full responsibilities of the Designated Safeguarding Lead are found in **Annex C of "Keeping Children Safe in Education 2023"** and also include:

- Provision of information to the Northamptonshire Safeguarding Children Partnership /Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any policy/procedural deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to the Multi-Agency Safeguarding Hub (MASH) (and/or Police where a crime may have been committed); Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to Child Protection Conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place);
- Understanding the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Ensuring the context within which incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- Ensuring cases are referred to the Channel programme where there is a radicalisation concern as required;

- Ensuring all staff have safeguarding training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure that Senior Leaders and the Governing Body have read **Keeping Children Safe in Education 2023** in full and those staff who work directly with children read at least Part one and those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part One). The guidance should be read alongside the Brambleside Behaviour Policy, Staff Code of Conduct and the statutory guidance:
 - [Working Together to Safeguard Children](#)
 - [What to do if you are worried a Child is Being Abused – Advice for Practitioners](#)
 - [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)
- Ensuring all staff recognise the new requirements on Children missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or are missing.
- Ensuring all staff are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understanding and supporting all staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Understanding the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at Brambleside school;
- Ensuring all staff can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Keep detailed, accurate and secure written records of concerns and referrals
- Obtaining access to resources and training for all staff and provide refresher training courses annually;
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school);
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns and patterns of concerns or complaints. (See also the section; 'Records, Monitoring and Transfer' p24).

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains

with the designated safeguarding lead; this **lead responsibility** should not be delegated. (*Annex B; Paragraph 2 Keeping Children Safe in Education 2023*).

The Role of the Governing Body

The Governing Body, proprietors and management committees are the accountable body and must ensure that they comply with their duties under legislation. The Governing Body will ensure that:

- Governing Bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other 33 things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners (including online safety which, amongst other 33 things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction
- All governors must have read part 2 and Annex A of 'KCSIE 2023'
- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed ;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- The Head Teacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework and a training record maintained;
- All staff (including temporary, supply staff and volunteers) are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers;
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 4)

- ❑ The Governing Body should review all policies/procedures that relate to safeguarding and child protection annually;
- ❑ The Nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- ❑ Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

In addition, the governing body should ensure:

- ❑ child protection files are maintained as set out in Annex C
- ❑ appropriate safer recruitment policies in accordance with Part three of this guidance are in place.

The Governing body should also ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. Whilst considering the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education 2023. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record. A section 128 check will also be undertaken for school Governors in maintained schools. Brambleside School will inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two - Legislation and the Law for information on data protection and UK GDPR.

- ❑ All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- ❑ Drew Brown and Bill Parker have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

- All staff must be aware of systems within Brambleside School which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - **The child protection policy**, which also includes the policy and procedures to deal with child on child abuse;
 - **The behaviour policy** (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
 - **The staff behaviour policy (Code of Conduct);**
 - **The safeguarding response to children who go missing from education; and**
 - **The role of the DSL (including the identity of the DSL and any deputies).**

Copies of the above policies and a copy of Part one of the KSCIE 2023 document should be provided to staff at induction.

Safeguarding Referrals

Safeguarding Referrals by the DSL must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH):
0300 126 7000;
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- In an emergency outside office hours, by contacting the Emergency Duty Team on **01604 626938** or the Police on **999**.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**
- Concerns about an adult working with children or young people should also be made to the MASH Designated Officers by contacting **0300 126 7000** or completing the online referral;
https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=H2t2EEekTDg#_ga=1.267886926.1326693507.1469011842
- Staff may make a referral directly to the MASH Team or other agency. However, they should seek the advice of the DSL or one of the Deputy DSLs in non-emergency cases

Confidentiality

In accordance with the DfES circular 10/95, Brambleside Primary School acknowledges that child protection raises issues of confidentiality which must be clearly understood by all staff. We recognise that **all** staff, both teaching and non-teaching, have a 'responsibility' to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Care, Health Services and the Police).

We recognise that if a child confides in a member of staff and requests that the information is kept secret, it is important that they tell the child sensitively that he or she has a responsibility to refer the cases of alleged abuse to the appropriate agencies for the child's sake. Within that

context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.

KCSIE 2023 highlights that safeguarding children is a processing condition that allows practitioners to share special category personal data, such as sharing information without consent where there is good reason to do so. If needed, Brambleside school will refer to "[Data protection: toolkit for schools](#)", to support with data protection activity, including compliance with GDPR. The governing body and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts (HM Government advice "Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers" – July 2018). Child Protection records are kept securely on My Concern (online safeguarding software).

Monitoring

Safeguarding practices are monitored in the following way:

- ☐ Daily risk management
- ☐ Policy Review
- ☐ Incidents Reports
- ☐ Outcomes for children
- ☐ Governor audits
- ☐ Section 11 audit – Northamptonshire County Council
- ☐ Bi annual External Audit by safeguarding expert
- ☐ Child Protection Records

The policy is updated and amended in accordance with changes in legislation and practice on a needs basis, but at least annually.

Mission Statement

Brambleside Primary School is committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All our school policies and procedures reflect this priority.

Aims of this Policy

- ☐ To protect children from maltreatment
- ☐ To prevent impairment of children's health and development
- ☐ To ensure that children are within a learning context that ensures effective provision for a safe and caring environment

Purpose of this Policy

- ☐ To inform staff, parents and governors about the school's responsibilities.
- ☐ To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Statutory Guidance

This policy is consistent with:

- ☐ The Children Act (1989)
- ☐ The Children Act (2004)
- ☐ The legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of The Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- ☐ The statutory guidance "Keeping Children Safe in Education 2023 – *Statutory Guidance for Schools and Colleges*" – Sept 2023
- ☐ The government's 'Working Together To Safeguard children' *July 2018* which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.
- ☐ 'What to do if I am worried a child is being abused' (March 2015)
- ☐ 'Information Sharing: Advice for practitioners' providing safeguarding services to children, young people, parents and carers (July 2018)
- ☐ *Northamptonshire Safeguarding Children Partnership Procedures*, which contain procedures and guidance for safeguarding children
- ☐ The Sexual Offences Act (2003)
- ☐ The Counter Terrorism and Security Act (Section 26) (2015) PREVENT DUTY
- ☐ The Female Genital Mutilation Act (2003) (Section 74, Serious Crime Act 2015)
- ☐ Information sharing advice for practitioners providing safeguarding services to children, young people parents and carers (March 2015)
- ☐ Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016
- ☐ Statutory guidance on the Prevent duty which explains schools' duties under the **Counter Terrorism and Security Act 2015** with respect to protecting people from the risk of radicalisation and extremism

Safeguarding

Safeguarding and promoting the welfare of children is defined in KCSiE 2023 as:-

- Protecting children from maltreatment;
- Preventing impairment of children's **mental and physical** health or 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.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse: *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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.*

KCSiE 2023

Appendix 1 explains the different types of abuse.

We understand safeguarding to be everything that we do as a school to keep our children safe. Safeguarding encompasses all of our paying and non-paying activities. Brambleside has a large number of safeguarding policies that pertain to the safety and welfare of our children. These include: Our Staff Code of Conduct, Medication Policy, Inclusion Policy, Critical Incident Procedures, Off Site Visits Policy, Positive Handling Policy, Attendance Policy, Lone Working Policy, Health and Safety Policy and Procedures, Safeguarding in Technology Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy, Whistle Blowing Policy, Equality of Opportunity Policy, Recruitment of Staff Policy, Information sharing and specific references made in our Curriculum Policies and risk management procedures.

Child Protection

We understand that child protection is part of our safeguarding procedures and includes promoting the welfare of the children in our care. Child protection procedures involve activities that we undertake to protect children who are in immediate danger or who are at risk of suffering harm or who are, or are likely to suffer harm.

School Staff

Teachers, support staff, supply teachers, governors and volunteers are particularly well placed to observe indications that a child's social, physical, emotional or mental wellbeing is at risk. We recognise the important role that the school has in identifying symptoms of abuse and recognise that it is our responsibility to secure early help for all

children by working with children and families so that small problems do not become big problems. We recognise that safeguarding and child protection is the responsibility of **all** staff.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. 18. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Victims and alleged perpetrator(s)

Staff recognise that KCSiE 2023 states that in places, they use the term 'victim' and that "it is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis". KCSiE 2023

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff should be aware of the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to 45 local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes guidance on school attendance 'Working together to improve school attendance' including

information on how schools should work with local authority children's services where school absence indicates safeguarding concerns and information regarding schools' duties regarding children missing education,

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff members receive annual safeguarding and child protection training with regular safeguarding information updates given via staff meetings, displayed on the safeguarding information wall in the staff room or via email. All staff should 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).

DSL training is completed fully every two years, with updates and refresher training at least annually. Temporary staff and volunteers are made aware of our safeguarding policies and procedures by the Designated Safeguarding Lead.

Staff at our school are made aware that Safeguarding issues "**COULD** and **DO HAPPEN HERE**" and they are trained to understand what possible indicators for abuse and neglect may look like. They will always act in the best interests of the child and will have a conversation with the Designated Safeguarding Lead (DSL) or a Deputy DSL (DDSL) when a concern arises. In line with statutory requirements staff understand the difference between a safeguarding concern and one involving "immediate danger" or "at risk of significant harm". Staff also know their responsibility is always to ensure their concern is recorded on 'My Concern' and they are also clear on their responsibility to contact the MASH directly should the need ever arise.

There are four main elements to our Child Protection and Safeguarding Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to children, safer recruitment procedures)
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Safeguarding/Child Protection concerns)
- **Support** (to all children and school staff and particularly those children who have increased vulnerability of risk or who may have been abused)
- **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate. The guidance on Keeping children safe in out-of-school settings details the safeguarding

arrangements that schools and colleges should expect these providers to have in place. If Brambleside School receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Brambleside School will follow their safeguarding policies and procedures, including informing the LADO.

Parents and Other Working Partners

We ensure that all parents and other working partners are aware of our Safeguarding and Child Protection Policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.

We recognise that every family goes through challenging times at some point and work to ensure our policies and procedures help to identify emerging concerns early in order to avoid small problems becoming bigger.

Safeguarding as Part of Our Every Day Practice

We recognise that the most effective way to safeguard our children is to be vigilant and aware as part of our everyday routines. The following practices are intended to provide a safe environment for everyone.

- ☐ For all staff to recognise that it is their responsibility to safeguard the children.
- ☐ For all staff to actively pursue issues where they have identified a concern, knowing how to report a concern, who to go to within school; including how to report to at the relevant agencies
- ☐ For all staff to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018.
- ☐ For all staff to be appropriately trained and to be aware of our safeguarding policies and to revisit these regularly so that their knowledge is up to date.
- ☐ For all staff to support with daily risk assessments to ensure that the school environment is ready to receive children. Risk assessment folders are in each class room and the Site Supervisor conducts a daily risk assessment.
- ☐ For office staff and the Head Teacher to follow our 'First Response Procedures' which identify the absence rates for the day and contact parents before 9.15am if there is an unexplained absence on any day.
- ☐ For staff to receive visitors to school appropriately, ensuring that all necessary security checks have been carried out and monitoring their activities with a mindful awareness for the potential for grooming or radicalisation.
- ☐ For teachers to carefully register the children in the morning, and following lunchtime (namely 8.50a.m. and 1.10p.m.).
- ☐ To ensure that permission is sought from the Head Teacher (or Phase Leader in their absence) if a child is ill and needs to leave the school site before the end of the school day.
- ☐ By all staff adhering to safety measures in place for each curriculum subject and activity undertaken and to integrate safety awareness into their teaching.
- ☐ To create an emotionally positive classroom environment so that the children feel able to talk openly to the adults in our school and report any concerns accordingly.
- ☐ For staff to support children with the administration of prescribed medication if required and to rigidly follow procedures in place to ensure the safe

administration of medication.

- For staff to create a safe emotional climate in the lunch hall or classroom so that children feel relaxed and safe. To monitor and report any concerns around children's eating behaviour.
- To ensure that children are either directly or passively supervised at all times.
- For teachers to support our school communication group which includes a termly class discussion forum and regular discussion linked to matters raised by the children.
- For all staff to follow procedures and risk management strategies when preparing for an off-site visit.
- For all staff to treat children fairly and with equality so that they develop a strong sense of self and thus the capacity to recognise when they are in an abusive situation.
- For everyone to report and record concerns with factual accuracy in writing.
- For staff to carefully monitor the wellbeing of our children and report to Phase Leader as required.
- For staff to ensure that children enter and leave the premises safely and that no Reception or KS1 pupil is left unattended in the playground in the mornings or after school.
- For Reception, KS1 and KS2 children to only be handed over to people named on the data collection list (available on SIMS) or in the Key Stage Data Collection folder on the register trolley. Teachers are also updated daily via quick note message list. Children in KS2 may travel home unattended but only if parental permission has been given. Supply teachers will be given support wherever possible when seeing the children out at the end of the day.

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 and disabilities or physical health issues
- ☐ Are young carers
- ☐ Are 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;
- ☐ Are a young carer;
- ☐ Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- ☐ Are frequently missing/goes missing from care or from home;
- ☐ Are at risk of modern slavery, trafficking, sexual or criminal exploitation;
- ☐ Are at risk of being radicalised or exploited;
- ☐ has a family member in prison, or is affected by parental offending;
- ☐ Are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- ☐ Are misusing drugs or alcohol themselves;
- ☐ has returned home to their family from care;
- ☐ Are at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- ☐ Are a privately fostered child;
- ☐ 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 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
- ☐ Are persistently absent from education, including persistent absences for part of the school day. All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important

that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedure

Safeguarding of Children with Special Educational Needs and Disabilities (SEND) or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- ❑ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- ❑ these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- ❑ the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- ❑ communication barriers and difficulties in managing or reporting these challenges. 50 Any person that has parental responsibility for the child;
- ❑ providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies, and any other person the authority considers appropriate for promoting the educational achievement of relevant children.
- ❑ A care leaver who is 16 or 17 (referred to in legislation as a 'relevant child' is defined in section 23A(2) of the Children Act 1989 as a child who is (a) not looked after (b) aged 16 or 17, and (c) was, before ceasing to be looked after by a local authority, looked after for a period of 13 weeks, or periods amounting in total to 13 weeks, beginning after s/he reached the age of 14 and ended after s/he reached the age of 16. 46 186.

Brambleside School will consider extra pastoral support and attention for children who may have SEND, along with ensuring any appropriate support for communication is in place. Further information can be found in the SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.

We recognise that pupils with SEND are particularly vulnerable and have an increased risk of being abused or neglected. We safeguard pupils with SEND by identifying them on the SEND register and School Provision Map and recognise that additional barriers can exist when identifying abuse and neglect in this group of children. These can include;

- ❑ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further explanation;
- ❑ Communication barriers and difficulties;
- ❑ The child's understanding of abuse;
- ❑ A disabled child's reliance on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.

Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorized absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Looked-After and Previously Looked-After Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads
- We have appointed a designated teacher, Michelle Eaton-Brown, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#)
- The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.
- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Mental health concerns

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.

Staff at Brambleside School will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a staff member has a mental health concern about a child that is also a safeguarding concern, then immediate action should be taken by following the steps in section 7.4.

If a staff member has a mental health concern that is not also a safeguarding concern, they should speak to the DSL/Mental Health First Aider (Michelle Eaton-Brown) to agree a course of action. This involves identifying possible problems and may include escalating concerns and signposting or referring to outside agencies.

Staff should also refer to the Department for Education guidance on [mental health and behaviour in schools](#) or [Preventing and Tackling Bullying](#) for more information and advice.

KCSIE 2023 recognises that while only professionals should diagnose mental health problems, school staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are also safeguarding concerns with the Designated Safeguarding Lead (DSL) or deputy, and follow the child protection policy.

Staff are also aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education.

Safeguarding within our Curriculum

To enable children to develop protective behaviours to safeguard their wellbeing we incorporate a range of initiatives into our curriculum and daily practices. These include:

- ☐ A curriculum that is aimed at engaging the children
- ☐ Bike ability training
- ☐ Assemblies focused on safety and health
- ☐ First aid training for staff
- ☐ Drugs awareness education
- ☐ Sex and relationships education
- ☐ Sports activities to promote fitness for life
- ☐ Rigorous security systems and procedures
- ☐ Secure procedures for seeing children on and off site
- ☐ A 'First Response' call if children do not arrive at school
- ☐ Bullying workshops/cyberbullying/ awareness days within the school
- ☐ Traffic awareness education
- ☐ The development of spirituality through religious education curriculum
- ☐ Awareness of violence within relationships (including awareness of peer-on-peer abuse)
- ☐ Specific programs led by individual staff to help alleviate difficulties for identified children
- ☐ Educational visits
- ☐ Circle time opportunities and class discussions
- ☐ Direct teaching of personal social and health education
- ☐ Reporting to parents about their child's personal and social education
- ☐ An open door and email policy for contact between parents and school
- ☐ Visits from and to transfer schools
- ☐ Monitoring visits from Governing Body
- ☐ Health and safety audits
- ☐ Fire safety checks
- ☐ Risk assessments linked to on and off-site activities
- ☐ Class discussion sessions
- ☐ Awareness of extremism/radicalisation
- ☐ Awareness of online safety, including online safety lessons, following guidance from <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- ☐ Awareness of diversity issues

- Jigsaw – Whole school PSHE teaching and learning programme
- Relationships Education is also an opportunity to teach safeguarding (RSE statutory guidance)

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement. Online safety policy. **Online safety and the approach to this is reflected in this child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.** Online safety and the school or college's approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

Remote Learning

Where children are being asked to learn online at home the DFE has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice: • NSPCC Learning - Undertaking remote teaching safely during school closures • PSHE - PSHE Association coronavirus hub

Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, **those who are potentially at greater risk of harm and** how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance For Further Education Institutions. to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. Information security and access management. Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors and trustees can be found at NCSC.GOV.UK. Reviewing online safety Technology, and risks and harms related to it evolve and changes rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions from the governing board. The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring. When reviewing online safety provision, the UKCIS external visitors guidance highlights a range of resources which can support educational settings to develop a whole school approach towards online safety. Information and support 135. There is a wealth of additional information available to support schools, colleges and parents to keep children safe online.

Brambleside School follows the published filtering and monitoring standards including identifying and assigning roles and responsibilities to manage filtering and monitoring systems. This includes reviewing filtering and monitoring provision at least annually, blocking harmful and inappropriate content without unreasonably impacting teaching and learning, having effective monitoring strategies in place that meet their safeguarding needs and ensuring that Governing bodies and proprietors review these standards and discuss with IT staff and service providers and ensure that anything more that needs to be done is completed to support the school in meeting these standards.

School Procedures for Safeguarding

If any member of staff is concerned about a child they must immediately, verbally inform Michelle Eaton-Brown (DSL), Drew Brown or Natalie Goosey (Deputy DSLs). Concerns should not be discussed with the child's family if it is deemed that in doing so it increases the risk of harm to a child.

Information regarding the concerns must be recorded by the member of staff on the same day and without delay. The recording must be a clear, precise, factual account of the observations using My Concern (online safeguarding software). Updates, tasks and file notes should also be recorded using My Concern.

Michelle Eaton-Brown (or a Deputy DSL) will decide whether the concerns should be referred to the MASH and/or the Police. If it is decided to make a referral this will be done without prior discussion with the parents if it is deemed that doing so increases the risk of harm to the child.

If a referral is made to the MASH, Michelle Eaton-Brown (or a Deputy DSL) will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.

Particular attention will be paid to the attendance and development of any child who has been identified as "at risk" or who has been placed on the Child Protection Register.

If a child who is known to be on the school 'at risk' register and the Child Protection Register changes school, Michelle Eaton-Brown (or a Deputy DSL) will inform the school/Social Worker responsible for the case and transfer the appropriate records to the receiving school receiving a receipt for transfer of these records. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Procedures to follow in cases of Possible, Alleged or Suspected Abuse, or Serious Concerns about a Child

A. General

- 1) The Northamptonshire Safeguarding Children Partnership Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NCSB website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see p.4). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

B. Individual Staff/Volunteers/Supply teachers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, **do not** investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed

or noticed, said or done and report to the Designated Safeguarding Lead in the school.

- 3) If the concern involves the conduct of a member of staff, supply teacher or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer at the MASH to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager at the MASH. See contacts on Page 4 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: **0300 126 1000**.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NCSB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 4 of this document.

- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

When should we be Concerned?

What is Child Abuse?

(Definition from 'Keeping Children Safe in Education 2023' 2023)

“Abuse: 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.”
KCSiE 2023.

All staff working within the school should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the Thresholds document for a child who:

- ☐ Is disabled and has specific additional needs;
- ☐ Has special educational needs;
- ☐ Has English as an additional language
- ☐ May experience discrimination due to their race, ethnicity or religion;
- ☐ Is a young carer;
- ☐ Has returned home to their family from care;
- ☐ Is showing signs of engaging in anti-social or criminal behaviour;
- ☐ Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- ☐ Is showing early signs of abuse/and or neglect;
- ☐ Is showing signs of displaying behaviour or views that are considered to be extreme;
- ☐ Is misusing drugs or alcohol themselves;
- ☐ Is not attending school or is at risk of exclusion from school;
- ☐ Frequently going/goes missing from care or from home;
- ☐ Is at risk of modern slavery, trafficking, exploitation, radicalised;
- ☐ Is a refugee.

These children are therefore more vulnerable and will be identified as vulnerable children, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

All Staff should also be concerned about a pupil if he or she;

- ☐ Has any injury which is not typical of the bumps and scrapes normally associated with innocent childhood activities;
- ☐ Regularly has unexplained injuries;
- ☐ Frequently has injuries (even when apparently reasonable explanations are given);
- ☐ Gives confused or conflicting explanations on how injuries were sustained;
- ☐ Exhibits significant changes in behaviour, performance or attitude;
- ☐ Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age;
- ☐ Discloses an experience in which he or she may have been significantly

- harmed;
- ☐ Seems unhappy or uncommunicative;
- ☐ Is frequently late or absent from school;
- ☐ Is losing weight without a medical explanation;
- ☐ Is collected by family members who appear to be under the influence of drugs or alcohol.
- ☐ Exhibits attitudes or behaviour that is extreme and intolerant towards others.
- ☐ Indicates in some way that they are living in a high-risk environment.
- ☐ Any other sign or indicator that gives cause for concern.
- ☐ Has (or parent/carer has) mental health needs

Dealing with a Disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should;

- ☐ Listen to what is being said without displaying shock or disbelief, or other emotion that may be misinterpreted
- ☐ Accept what is being said
- ☐ Allow the child to talk freely
- ☐ Reassure the child but not make promises which it might not be possible to keep
- ☐ Not promise confidentiality – it might be necessary to refer to the MASH or other parties
- ☐ Reassure him or her that what has happened is not his or her fault
- ☐ Stress that it was the right thing to disclose
- ☐ Listen, rather than ask direct questions
- ☐ Not criticise the alleged perpetrator – or express other opinions
- ☐ Explain what has to be done next and who has to be told
- ☐ Make a written record (see Record Keeping below)

Record Keeping

All safeguarding concerns, discussions and decisions made and the reasons for those decisions must be recorded. These should be recorded on the My Concern system. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a pupil has made a disclosure the member of staff must: -

- ☐ Make a brief note as soon as possible after the conversation
- ☐ Not destroy the original notes in case they are needed as evidence
- ☐ A full report to be entered on the My Concern system.

- Indicate the position of any injury on the diagram on the body map sheet of My Concern
- Record statements and observations not interpretations or assumptions
- Ensure that any written records are submitted to a Designated Safeguarding Lead or Deputy DSL as soon as possible – in any case before the end of the working day.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

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.

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

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.

Records, Monitoring and Transfer

We recognise that well-kept records are essential to good child protection practice. All our staff are clear about the need to record and report concerns about a child or children within the school. Our Designated Safeguarding Lead and Deputy Safeguarding Leads are responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored on the My Concern system. This is to protect individuals from unauthorised access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead or the Deputy Safeguarding Leads and the Head Teacher. Class Teachers are team members and other adults are trusted individuals.

Child protection records are reviewed regularly to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. **At the end of each of our six terms, the Designated and Deputy Safeguarding Leads meet to review the progress of each open child protection case. The outcomes of this are recorded. This also provides the school with an opportunity to escalate matters if we determine that current practice is not safeguarding a particular child. Escalation strategies will be recorded as appropriate.**

When children transfer to another school:

Copies of all their child protection records are also transferred.

Safeguarding records will be transferred separately from other records

Best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school

Obtain a signed and dated record of the transfer.

In the event of a child moving out of area and a physical handover not being possible:

The most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post

Original documents kept (until a child has reached 25 or 75 if the child is a looked after child).

Files requested by other agencies e.g. Police, should be copied and shared as appropriate.