



EAST BOLDON INFANT SCHOOL

## **Child Protection and Safeguarding Policy**

### **Introduction**

East Boldon Infant School is committed to safeguarding and promoting the welfare, both physically and emotionally, of every pupil both inside and outside of the school premises.

This policy sets out clear and consistent framework for delivering this promise in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to stay safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities, under safeguarding legislation and statutory guidance and are alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- We will review our safeguarding policy and procedures annually to make sure they are still relevant and effective.

The designated safeguarding lead is: Miss L Holt (Headteacher)

In the absence of the designated safeguarding lead, child protection matters will be dealt with by Mrs J O'Donnell (Deputy Head)

The Designated Governor is Mrs Trish Imrie (Vice Chair)

The Designated Safeguarding Lead will attend refresher training every two years.

### **1. Definition**

For the purpose of this policy, East Boldon Infant School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's 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.

## 2. Legal framework

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

### Legislation

- Children's Act 1989
- Children's Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England) (Amendment) Regulations 2012
- School Staffing (England) Regulations 2015
- Equality Act 2010
- Education (Non Maintained Special Schools) (England) Regulations 2015, as amended
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- South Tyneside Safeguarding Children Boards (STSCB) Child Protection Procedures
- Raising Standard, Improving lives – Ofsted Guidance 2009
- Inspecting Safeguarding section 5 2013
- Disclosure and Barring Service 2012
- Use of reasonable force July 2013

### Statutory Guidance

- DfE (2018) 'Working Together to Safeguard Children
- DfE (2019) 'Keeping Children Safe in Education
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing advice for safeguarding practitioners'
- DfE (2015) 'Disqualification under the Children's Act 2006'
- DfE (2015) 'The prevent duty: Departmental advice for schools and childcare providers'

## 3. Roles and Responsibilities

**The Governing Board** has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working together to Safeguard Children 2018'

- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligation under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its duties.
- Ensure that a member of the Governing Board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Headteacher or other Senior Leader.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of designated safeguarding lead as an explicit part of the role holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including protection against dangers online, through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned.
- Guarantee that there are procedures in place to handle allegations against other children.
- Make sure that the child's wishes or feelings are taken into account when determining what action to take, or what services to provide to protect individual children.
- Make sure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of looked after children.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep looked after children safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in the future.
- Ensure that all members of the Governing Board have been subject to an enhanced DBS check.

- Ensure the annual review of this policy.

**The Headteacher has a duty to:**

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by members of staff.

**The designated safeguarding lead has a duty to:**

- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS and the police where a crime has been committed.
- Liaise with the Headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LA's conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Child Protection and Safeguarding policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need including those with special educational needs and/or disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking into account their wishes and feelings.
- Work with the governing board to ensure that the school's Child Protection and Safeguarding Policy is renewed annually and the procedures are updated regularly.
- Ensure the School's Child Protection and Safeguarding policy is available publically and parents/carers are aware of the fact that referrals regarding suspected abuse or neglect may be made and the school's role in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the child protection file is copied when transferring to a new school.

Where children leave the school, the designated safeguarding lead should ensure that the child protection file is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of the child leaving, if this information would help the new school to have support in place for when the child arrives.

In the case of Looked After Children, all records are handed to the Designated Teacher of the next school. Where this is not practical, records will be given to the social worker. Such records will not be sent by post and all records will be signed for.

**Other staff members must:**

- Safeguard children's well being and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate harm to a child make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- East Boldon Infant School works in partnership with the LA's PREVENT team to assess the extent to which individual pupils are at risk of being drawn into terrorism.
- Follow the school's procedure for and approach to preventing radicalisation as outlined in the Extremism and Radicalisation Policy.
- Deliver/support the PHSCE curriculum which includes themes of children knowing how they can keep themselves safe and healthy as well as positive relationships with their peers and adults alike.

#### **4. Private Fostering**

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent or close relative where the child is to be cared for in home for 28 days or more. Close relative is defined as 'a grandparent, brother, sister, uncle or aunt (whether of full blood or by marriage or civil partnership) or step parent'.

A child who is Looked After by a local authority or placed in a children's home, hospital or school is excluded from the definition. In a private fostering arrangement, the parent still holds Parental Responsibility and agrees the arrangement with the private foster carer.

A child in relation to whom the local authority receives notification from the prospective adopters that they intend to apply to the court to adopt may have the status of a privately fostered child. The requirements of the school to notify the local authority relates only to children who have not been placed for adoption by an adoption agency. On receiving the notification, the local authority for the area where the prospective adopters live become

responsible for supervising the child's welfare pending the adoption and providing the court with a report.

## **5. Female Genital Mutilation (FGM)**

All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who may have been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society.
- Any girl with a mother or a sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that they can be offered help, enquiries can be made to protect others and criminal investigations can begin.

Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from the classroom during the day with bladder problems
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.

- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of staff has a concern they should activate local safeguarding procedures and notify the Designated Safeguarding Lead, or Deputy in their absence.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless a teacher has a good reason not to, they should also consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

## **6. Child Sexual Exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

East Boldon Infant School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **Step 1 – Identifying cases**

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends and girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

### **Step 2 – Referring Cases**

Where CSE or the risk of it is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referrals to the LA.

### **Step 3 – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will co-operate as needed.

## **7. Preventing Radicalisation**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

East Boldon Infant School will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately. The school will work with the LSCB as appropriate.

### **Training**

The designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **Risk indicators**

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A low self esteem
- A sense of isolation
- Disassociating from existing friendship groups
- Searching for answers to question about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perception of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child have extremist influence?



- Does the child access the internet for the purposes of extremist activities?
- Is there a reason to believe that the child has been, or is likely to be, involved in extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious rejection?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests some new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child a victim of isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life have extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation in the first instance.

### **Peer on Peer Abuse**

All staff should recognise that children are capable of abusing their peers. All staff should be clear about the school's policy and procedures with regard to peer on peer abuse.

In school, we have a clear behaviour policy followed by all staff. Records are kept by teachers and the Headteacher of significant incidents. Any incident of peer on peer abuse will be recorded and investigated appropriately.

Staff are aware of the different forms peer on peer abuse may take such as

- Sexual violence and Sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing.
- Sexting
- Initiation/hazing type violence and rituals.

Depending on the incident/case, the DSO will decide whether to:

- Manage the case internally
- Seek help with a multi-agency approach
- Refer to children's social care
- Report the case to the police

### **Serious violence**

All staff should be aware of indicators which may signal that children are at risk from, or are involved in serious crime. This may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these.

## **ICT Policy**

At East Boldon Infant School, we ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

## **Photographing Children**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent. We will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school. In line with our E-Safety Policy all photographs to be store on the staff shared area.

## **Building children's resilience**

East Boldon Infant School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British Values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils more time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and well being.
- Equip pupils to explore political and social issues critically, weigh evidence, debate and make reasonable arguments.
- Teach pupils about democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## **Resources**

East Boldon Infant School will utilise the following resources for support and guidance:

- The LSCB
- Local Police (101 for non emergencies)
- The DfE dedicated helpline (020 7340 7264)

## **8. A child missing from education**

A child going missing from education is a potential indicator of abuse and neglect.

Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents, are being educated outside the national education system, e.g home education.
- Have ceased to attend school and no longer live a reasonable distance from the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

East Boldon Infant School will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **9. Operation Encompass**

We are an Operation Encompass school. Operation Encompass enables Key Adults in schools, police and teams within South Tyneside Council to train and work together to help children feel safe, secure and receive the appropriate support.

We are also part of the Operation Encompass, the next steps. This involves a liaison officer coming into school to work with our staff to deliver lessons with KS1 around positive relationships.

For further information visit [www.southtyneside.gov.uk/operationencompass](http://www.southtyneside.gov.uk/operationencompass)

## **10. Safer Recruitment**

An **enhanced** DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity', if as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.

- Regularly come into contact with children under 18 years of age.

### **Pre employment checks**

The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional circumstances, none is available.
- Obtaining a certificate for advanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a probation order issued by the Secretary of State, using the Employer Access Online service.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the gov.uk website will be followed.
- If the person has lived or worked outside of the UK, making any further check that the school considers appropriate.
- Verifying professional experience and qualifications as appropriate.

A DBS certificate will be obtained from candidates before or as soon as practical after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

An enhanced DBS check will be carried out on each member of the governing board.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

There is a requirement for s128 checks for the recruitment of Governors (this is not required for associate members on committees)

### **Barred list check**

An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

## **References**

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will be sought on all short listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

Written notification will be obtained from any agency or third party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

## **Volunteers**

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

East Boldon Infant School will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is a cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

East Boldon Infant School will ensure that policies and procedures are in place to protect children from harm during work experience placements.

East Boldon Infant School ensures that any contractor or employee of the contractor working on the premises has been subjected to the appropriate level of DBS check.

Contractors without a DBS check will be supervised if they have contact with children. The identity of the contractor will be checked upon their arrival at the school.

### **Administration and records**

The school will set up and maintain a single central record showing whether or not the following checks have been carried out on, or certificates obtained from, members of the governing board, staff members, volunteers and other individuals working with children in school:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside of the UK
- A check of professional qualifications
- A check to establish the person's rights to work in the UK

DBS certificated will be securely destroyed as soon as practicable, but not retained for longer than 6 months from receipt, as outlined in the Data Protection Act 1998

A copy of other documents used to verify the successful candidate's identity, right to work and required qualification will be kept for the personnel file.

### **Information sharing**

As part of meeting child's needs, we believe it is important to share information where appropriate about a child.

Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety or welfare of a child.

### **11. Staff suitability**

Under the new 2018 regulations schools are no longer required to establish whether a member of staff providing, or employed to work in childcare is disqualified by association. Consequently, there is no longer a requirement to undertake or record disqualification checks on the Single Central Record. This will be updated as appropriate.

### **12. Allegations against members of staff**

If an allegation is made against any member of staff (including any volunteer or Governor) that they may have:

- Committed an offence against a child

- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children.

The allegations will be dealt with in accordance with national guidance and agreements, as implemented locally by the LA's Safeguarding children's board.

The Headteacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Headteacher, when the Chair of Governors will handle the school's response. The Headteacher or Chair of Governors will gather information about the allegations and report these without delay to the Local Authority.

### **13. Training**

Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions.

The designated safeguarding officer will undergo updated child protection training every two years.

The Headteacher and all staff will undergo child protection training which is updated regularly, in line with LSCB advice.

### **14. Reporting**

Staff Members should raise any concerns that they may have about a child with the designated safeguarding lead, including situations of abuse which may involve other staff members.

The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.

The referrer shall press children's social care for reconsideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.

The early help assessment should be undertaken by a lead professional who could be a teacher, special needs coordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

An inter-agency assessment will be undertaken where a child and their family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

A child will immediately be referred to children's social care if there is a serious risk of immediate serious harm to the child.



## **15. Physical Contact and Restraint**

Members of staff may have to make physical interventions with children. Members of staff should do this where:

- It is necessary to protect the child, or another person from harm
- Where the member of staff has received suitable training. Staff have been trained in Team Teach positive handling strategies (January/October 2017)

## **16. Multi agency working**

Schools have a pivotal role to play in multi agency safeguarding arrangements. Governing bodies should ensure that the school contributes to multi agency working in line with the statutory guidance in Working Together to Safeguard Children.

Schools and colleges should work with social care, the police, health service to promote the welfare of children to protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children to children subject to child protection plans.

Local Authority arrangements can be found in the document Multi Agency Guidance 2018.

## **17. Further help and information**

Further advice and information around Child Protection and Safeguarding can be found on the NSPCC's website <https://www.nspcc.org.uk/>

They can also be contacted on **0800 028 0285** from 8am to 8pm, or by email **help@nspcc.org.uk**.

This policy was reviewed by governors in October 2019.

It will be reviewed annually.

## **Annex A - Practice Guidance**

This document has been designed to help staff know how to respond to situations where they may have concerns about the safety and wellbeing of a child.

Due to the nature of our work, we may be the first to know that a child has been abused or that we are concerned about a child's wellbeing. Everyone has an equal responsibility to ensure that children's needs are put first and to safeguard all children.

Individuals within the organisation need to be alerted to the potential abuse of children both within families and also from other sources including abuse by members of staff in our and other organisations.

They need to know how to recognise and act upon indicators of abuse or potential abuse involving these groups.

There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child in accordance with the procedures provided.

When staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who our Senior Safeguarding Person is.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be given a set of safeguarding procedures, they will be told who our Senior Designated and alternate staff members are and what the recording and reporting system is.

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services. (See School Prospectus)

## **Confidentiality**

It is important for all staff to follow the statement of confidentiality outlined below:

*We treat all children , carers, parents and families with respect. Information that is given to us will be treated confidentially and shared only with those persons who have an agreed reason to have the information. Information will only be passed to other people with the agreed consent of the person giving the information, except if there are concerns about the welfare of a child. In these circumstances a discussion will be held with the designated manager and if it is considered appropriate the information will be shared with professionals in the local authority/police/health.*

## **Immediate Action**

Immediate action may be necessary at any stage. It is always good practice to be as open and honest as possible with parents/carers about any concerns.

IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NECESSARY TO SAFEGUARD A CHILD. THIS MAY INCLUDE THE FOLLOWING:

If emergency medical attention is required this can be secured by calling an ambulance (dial 999) or taking a child, to the nearest Accident and Emergency Department. In the case of a child, a designated adult will accompany the child to hospital.

If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via a Police Protection Order.

### **Recognition of Abuse or Neglect**

‘Abuse and neglect’ is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child’s health or development.

Abuse and neglect are forms of maltreatment. Somebody may abuse a child by inflicting harm, or by failing to prevent harm. Children may be abused in the family or an institutional or community setting by those known to them or, more rarely, by a stranger. An adult or adults or another child or children may abuse them.

There are four broad categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

These categories overlap and an abused person does frequently suffer more than one type of abuse (e.g. a child may be suffering physical and emotional abuse). The definitions below encompass all groups covered by this policy.

#### a) Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (Working Together, 2006)

#### b) Emotional Abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capacity, as well as over- protection and limitation of exploration and learning, or preventing the child participating in normal social interactions. It may involve serious 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 (Working Together, 2006)

### c) Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or nonpenetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways (Working Together, 2006)

### d) Neglect

Neglect involves 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 and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical 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 (Working Together, 2006)

**N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.**

### **Signs of Possible Abuse**

When considering whether there is evidence to suggest a child has been abused, there are a number of possible indicators (listed below). However, there may be other explanations, so it is important not to jump to conclusions but rather seek advice from Children's Services or the Police Child Abuse Investigation Unit. There may also be no signs or symptoms, this does not mean that a report of abuse is false.

### **Signs Suggesting Physical Abuse**

- Any injuries not consistent with the explanation given for them
- Injuries that occur to the body in places, which are not normally exposed to falls, rough games etc.
- Injuries that have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc that do not have an accidental explanation\*
- Cuts/scratches/substance abuse\*
- Changes in routine Indicators of Possible Sexual Abuse
- Any allegations made by a person concerning sexual abuse
- Person with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing

- Child, young person or vulnerable adult who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia\*
- Bed wetting and soiling

### **Signs Suggesting Emotional Abuse**

- Changes or regression in mood or behaviour, particularly where a child, young person or vulnerable adult withdraws or becomes clingy – also depression/aggression, extreme anxiety • Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults, carers or family
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying \* These signs may also indicate the possibility that a child, young person or vulnerable adult is self-harming

### **Concerns of a General Nature/not Relating to a Specific Individual**

There may be instances where concerns do not relate to a specific individual. It may be that there are concerns in respect of institutional abuse or neglect within a service, and this may affect a number of people who use that service. Concerns do not need to be specific to an individual in order to alert. The Duty of Care remains the same whether alerting concerns involving one individual, several individuals or service-related issues that may affect many people.

### **What To Do If Children Talk To You About Abuse Or Neglect**

It is recognised that a child may seek out an adult to share information about abuse or neglect with, or talk spontaneously either individually or in groups when an adult is present. In these situations staff members or volunteers must:

- Listen carefully to the child and NOT directly question them.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop them when they are freely recalling significant events.
- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared.
- Ask questions only to clarify understanding of what has been said (do not interrogate the child)
- Let the child, know you understand what they have said and that you will act upon it

- Reassure the child that:
  - \* You are glad they have told them;
  - \* S/he has not done anything wrong;
  - \* What you are going to do next;
  - \* Explain that you will need to get help to keep them safe;
  - \* You must NOT ask the child to repeat his or her account of events to anyone.

### **Consulting about the concern**

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff or volunteers may become concerned about a child who has not spoken to them, because of something they have observed, or information they have heard about a child. If a child is upset or has a visible injury it is good practice to ask them why they are upset or how a cut or bruise was caused, or respond to a child who wants to talk. This practice can help clarify vague concerns and result in appropriate action. If staff members are concerned about a child they must share their concerns. Initially they should talk to Miss Holt or Mrs O'Donnell. If a member of our staff or a volunteer is implicated in any concerns about a child, staff should discuss their concerns directly with the Principal who will then contact the Children's Services Referral and Assessment Team telephone number 0191 424 5010. (See section on Allegations Management below). Where an allegation concerns the head teacher it should be referred to the Chair of Directors and Children's Services Referral and Assessment Team.

Staff members and volunteers should consult externally with Children's Services Referral and Assessment Team in the following circumstances:

When they remain unsure after internal consultation as to whether child protection concerns exist

When there is disagreement as to whether child protection concerns exist.

When they are unable to consult promptly or at all with the designated internal contact for child protection

When the concerns relate to any individual within our organisation  
 Consultation is not the same as making a referral but this should help a decision to be made as to whether a referral to Children's Services or the Police should progress.

### **Making a referral**

A referral involves giving Children's Services or the Police, information about concerns relating to a child, or family, in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. In certain cases the level of concern will lead straight to a referral without external consultation being necessary. Parents/carers should be informed if a referral is being made **except** in circumstances where it is considered that informing parents/carers would place a child, yourself or others at immediate risk. However, inability to inform parents for any reason should not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents or carers should be approached and by whom. **If the concern is about abuse or risk of abuse from someone not known to the child or child's family, (stranger abuse) the designated member of staff will make a telephone referral directly to the police and advise the parents or carers. If the concern is about abuse or risk of abuse from a family member or someone known to the child, the designated member of staff will make a telephone referral to the Referral and Assessment Team.**

## **Information required**

Staff should be prepared to give as much of the following information as possible (in emergency situations all of this information may not be available). Unavailability of some information should not stop anyone making a referral.

- \* Provide your name, telephone number, position and request the same details from the person to whom you are speaking.
- \* Full name and address, telephone number of family, date of birth of child and siblings.
- \* Gender, ethnicity, first language, any special needs.
- \* Names, dates of birth and relationship of household members and any significant others.
- \* The names of any professionals known to be involved with the child/family e.g.: GP, Health Visitor, School.
- \* The nature of the concerns, and reason for them.
- \* Your opinion on whether the child, may need urgent action to make them safe.
- \* Your view of what appears to be the needs of the child and family or carers.
- \* Whether the parent, carer or person with parental responsibility has given their consent to the referral being made.

## **Action to be taken following the referral**

Ensure that an accurate record is made and kept, detailing the concerns that have been referred. Make sure the concerns are confirmed in writing to the Referral and Assessment Team following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

## **Confidential Records of Concern**

All records in respect of the children, their parents and/or carers are kept confidential in a secure place. Information should only be shared on a need to know basis. Where the sharing of information is vital to protect a child, the issue of confidentiality is secondary to their need for protection.

If we are concerned about the welfare or safety of any child, all adults in school will record their concern in written form and give this to the senior designated person. Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file.

These files will be the responsibility of the Senior Designated Person and information will only be shared within school on a need to know basis for the protection of the child. Any safeguarding information will be kept in the file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here.

If a child leaves our school we will ensure that our Senior Designated Person makes contact with the senior designated person at the following school and the file will be forwarded.

## **Safe Recruitment and Selection.**

**At East Boldon Infant School we have adopted the Local Education Authority's Policy on Recruitment. (See South Tyneside LEA's Safe Recruitment Policy)**

At all times the Headteacher and Governing Board will ensure that safe recruitment practices are followed. At East Boldon Infant School we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview.

We will question the contents of application forms if we are unclear about them, we will undertake enhanced Criminal Records Bureau checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

### **Allegations Against Staff or Volunteers**

Allegations are usually addressed in two areas:

1. Allegations that a child is being harmed by a member of staff, is known as Allegations Management
2. General allegations of wrongdoing is known as Whistle-Blowing (Please see Speak Out Policy)

All staff and volunteers have a responsibility to ensure they do not abuse their positions of trust within our organisation. Any concerns raised by a member of staff/volunteer or a member of the public regarding inappropriate behaviour by any member of this organisation will be managed via the following procedure and all allegations will be acted on.

### **Allegations Management**

If anyone raises a concern about another member of staff or volunteer where they have:

- Behaved inappropriately in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with these groups in their work, volunteering capacity or private life.

This will be reported to the senior designated person or the Head Teacher. They must inform the South Tyneside Local Authority Designated Officer (LADO) for Allegations Management – Tel: 0191 4247747. The LADO will advise on how to proceed, whether the matter can be dealt with within our organisation's own arrangements or whether a multi-agency strategy meeting is required. Where the LADO decides that the issue can be dealt with internally, the reasoning and advice will be recorded and sent to the Head teacher, Children's Services Referral and Assessment Team and the Police Child Protection Unit. In this instance it will be necessary to comply with the timescales in the Local Authority guidance and inform the LADO of the outcome of the investigation. Should an allegation be made against the Headteacher of East Boldon Infant School, the Chair of the Governing Board will be responsible for liaising with the Local Authority.

Where the LADO decides the case needs to proceed to an 'Incident Evaluation Meeting' (IEM) meeting s/he will make a referral to the Children's Services Referral and Assessment Team and convene the meeting/s in accordance with their guidance. Complaints made directly to the police will be reported to the LADO as soon as possible and again s/he will decide whether to hold a strategy meeting. The Police may interview the complainant if they feel this is appropriate.



## **Anonymous Allegations**

Let people know that because you will protect them (as explained above), you encourage them to give their name when they make an allegation. Concerns raised anonymously tend to be far less effective and if, for example, you do not have enough information, you may not be able to investigate the matter at all. If they feel that they still do not want to give their name the senior designated person will decide whether or not to consider the matter. The decision will depend on:

The seriousness of the matter;

Whether the concern is believable;

Whether an investigation can be carried out based on the information provided.

Concerns are better put in writing giving as much information as possible – including any relevant names, dates, places and so on. The earlier the issue is raised, the easier it will probably be to take effective action. A person raising a concern will not have to prove beyond all reasonable doubt that the allegation is true, but they will have to show that there are good reasons for their concern.

Any member of staff or volunteer raising a concern should first do so with the senior designated teacher, this will depend on the seriousness and sensitivity of the matter, and who is suspected of the wrong doing.

## **Code of Behaviour**

All staff and volunteers are expected to behave in a manner, which reflects the childcentred principles of our organisation. This good practice will be reinforced during staff development, supervision, training sessions and is reflected in the school's Staff Code of Conduct.

## **Working with Children**

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. False allegations are rare but general good practice will help prevent them. All staff have copies of the school's Staff Code of Conduct Document. There is further detailed information about Safe Working Practice in the document 'Safe Working Practice for the Protection of Children and Staff in Education Settings.' ([www.teachernet.com](http://www.teachernet.com)). This document is also available in school and to all staff and volunteers.

- Never work alone with children out of public view. Leaders should not ask staff/volunteers to work with these groups in situations where staff/volunteers will be completely unobserved.
- If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open
- Maintain a safe and appropriate emotional and physical distance from children.
  - Do not invite or allow children, into your home
  - Do not give children lifts in your car except in emergencies (unless this is part of your job)
- Never let allegations, made by anyone, go unacknowledged, unresolved or not acted upon Staff/volunteers should be aware of the potential for misunderstanding when touching children. If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is

upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour. We also have guidelines on procedures when physically restraining a child may be necessary and staff have been trained in using procedures outlined. (Please see Safe Restraining Policy) A list of personnel able to practice safe restraint will be kept by the Headteacher.

- We also follow procedures outlined in the “Promoting Inclusion: Supporting the personal development of young children: Continence Document (Gateshead Council)” when supporting a child’s continence care needs.

### **Internet Safety (See Staff Acceptable Use Policy and Pupil Acceptable Use Policy)**

The school has a Staff Acceptable Use Policy and also a Pupil Acceptable Use Policy which ensures all users are aware of codes of conduct and how to stay safe, when using IT resources. They are also aware of what to do if they feel uncomfortable, or upset, by something they see or receive when using IT resources. Rules for the safe use of the Internet are also displayed in classrooms

### **Complaints**

It is reasonable that all stakeholders have the right to complain or make comment if they are unhappy with the care they receive. East Boldon Infant School will address any concerns that are raised. Receiving complaints and comments about our school also helps us to understand the things that we do well and where there are areas that need to be improved.