

BANKFIELDS PRIMARY SCHOOL CHILD PROTECTION POLICY

Designated Safeguarding Lead - Mrs E Gatenby

**Deputy Safeguarding Leads - Mrs P Petrie
Miss H Amos**

Nominated Governors for Child Protection Mrs M Mockler

Head Teacher: P. Petrie Signed.....

Safeguarding Governor: M Mockler Signed.....

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1.0 Scope

This document is Bankfields Primary School's policy on Safeguarding & Child Protection and is in line with procedures set out by the South Tees Multi Agency Children Hub.

This policy applies to all adults working on the school site.

2.0 Introduction

The Governing Body and staff of Bankfields Primary School fully recognises its responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of our pupils, to minimise risk and to work together with external agencies to ensure effective arrangements are in place to identify, assess and support children who are suffering harm.

3.0 Safeguarding

Safeguarding is not just about protecting children from deliberate harm. It includes issues for school such as: pupil health and safety; school security; bullying; racist abuse; harassment and discrimination; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; internet safety; relationships education and issues which may be specific to the local area such as antisocial behaviour. Therefore, this policy should be read and understood in conjunction with other school and Government policies listed on page 13 & 14 of this document. Related safeguarding policies can be found on the staffroom safeguarding notice board and electronically from the shared staff policy document file. They are also available from the school website at <https://www.bankfieldsprimary.co.uk/safeguarding/>

The schools main aim is to provide a safe, secure and stable base for children and help to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school. To achieve this aim Bankfields Primary School will:

- Ensure safer recruitment and vetting practises are followed, therefore checking the suitability of staff and volunteers who wish to work with our children.
- Assign a Nominated Person for Child Protection and a Designated Teacher for looked after children
- Raise awareness of safeguarding / child protection issues to staff, parents and children.
- Ensure all staff and Governors receive annual safeguarding training
- Provide an environment where children feel safe, are encouraged to talk and are listened to.
- Help equip children with the necessary skills to keep themselves safe.

- Develop, implement and review policy and procedures in relation to child protection.
- Train and raise awareness of all staff, defining their role and responsibilities in reporting possible cases of abuse.(Reference to Keeping Children Safe in Education 2021)
- Ensure there is effective communication between staff on child protection matters.
- To identify children who are suffering or likely to suffer significant harm.
- Report cases or suspected cases of abuse to Social Care.
- Work in partnership with parent/carer and other professionals to support and help protect children who have a Protection Plan.
- Establish a safe environment in which children can learn and develop.
- To identify children who are suffering or likely to suffer significant harm
- Provide a curriculum and ethos which aims to prevent children from being drawn into radicalised, extreme behaviour or acts of terrorism. Schools to work in partnership with the Channel panel set up by the LA
- Report cases or suspected cases of abuse to South Tees Multi Agency Children's Hub.
- Work in partnership with parent/carer and other professionals to provide co-ordinated support and help to protect children who are subject to protection plans, work in partnership with Social Care when undertaking section 17 or section 47 assessments.

The school plays an essential role in developing children's self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that they have a range of strategies to ensure their own safety. An ethos exists where staff support the empowerment of children to talk to a range of staff when they are facing difficulties and to raise comments, complaints and feedback about their school experience. Children at Bankfields School will be listened to and their concerns taken seriously and issues will be quickly acted upon.

In our school we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school ethos promotes a positive, supportive and secure environment and gives children a sense of being valued while developing their understanding awareness and resilience.

Our teaching of personal, social and health education citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their

existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

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

4.0 Child abuse can take a variety of forms:

- **Physical abuse** involves hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm.
 - **Sexual abuse** involving forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non-contact situations such as viewing child abuse images.
 - **Child sexual exploitation (CSE)** is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.
 - Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.
 - Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs
- If any member of staff are concerned that a child may be a victim of CSE, then they must report it to the HT or Deputy safeguarding leads who will make a referral to the VEMT Team
- **Serious Violence and Serious Violent Crime** – including homicide, knife and gun crime. The serious Violence Strategy introduced by the government in

2018 states “All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These 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.” Staff should be able to recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, being absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective.

When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore is at increased risk from serious violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors.

- **County Lines** - County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse.
- **Emotional abuse** involves persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved.
- **Neglect** and acts of omission is also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).
- **FGM (Female Genital Mutilation)** Involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. All staff have received training so they are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. All staff are aware that any referrals of suspected FGM are to be made by the teacher concerned and not the Nominated teacher
- **‘Honour’ Based Violence** Cultural justification for violence and abuse. A crime or incident which has or may have been committed to protect or defend the honour of the family and/or the community

- **Youth Produced Sexual Imagery (sexting)** sending or posting sexually suggestive images including nude or semi-nude photographs from mobile phones or the Internet

5.0 Peer on Peer Abuse

All staff have a responsibility to recognise peer on peer (child on child) abuse in its many forms. This means that ALL staff will take a ‘zero-tolerance’ approach to any unacceptable behaviour including ‘banter’ and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. Staff will also be aware that peer-on-peer abuse may be taking place, even if not reported.

There are many forms of abuse that may occur between peers and this list is not exhaustive.

- **Physical abuse** e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.
- **Sexually harmful behaviour/sexual abuse** e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.
- **Bullying** (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.
- **Cyber bullying** Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.
- **Sexting** is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.
- **Initiation/Hazing.** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.
- **Prejudiced Behaviour** The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in

relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual)

- **Upskirting (Voyeurism)** Since 12 April 2019, upskirting has been a criminal offence in England and Wales. KCSIE 2019 has been updated to include it as an example of peer on peer abuse. The guidance says: “Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.”

It is important that all staff deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; staff will not use the word perpetrator as this can quickly create a ‘blame’ culture and leave a child labelled. All staff understand what constitutes as peer on peer abuse and are aware of how to deal with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

If after gathering the relevant information, the school believes that any young person is at risk of significant harm, a safeguarding referral to social care will be made. Where a crime has been committed, the Police will also be involved.

The school has a number of policies that should be read in conjunction with the Child protection policy

1. Anti-bullying policy (including the school’s child friendly anti-bullying policy)
2. Diversity and Equality policy
3. E-safety Policy

6.0 Early Help

As part of our curriculum provision, we ensure that children in school are taught to keep themselves safe, e.g. through anti-bullying work, PSHE (including Healthy eating, keeping safe, drug abuse, e-safety Rights and Responsibilities, SRE, visitors such as the police, the Fire Brigade, Magistrates, Unite. We offer family learning for parents with sessions that include e-safety.

We also recognise that all families may have times when they need support and have a range of preventative strategies in place. This includes: having an open door policy where parents can discuss concerns as they arise; signposting parents to outside agencies; parental questionnaires and comments box, consultation evenings, regular family learning events and working closely with external agencies such as: the Specialist Teaching Service, Educational Psychologists, Social Services and Early Help, School Nursing Service, CAMHS and Education Welfare Service

We listen to the voice of the child to identify children who are vulnerable or are a cause for concern. Children complete regular Pupil questionnaires and all classrooms have comments boxes where children can share their worries, views or disclose

potential child protection concerns. The PSHE curriculum gives children the opportunity to talk about a wide range of issues. The school's Relationships Education, puts in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

At termly Pupil Progress Meetings, held with all teachers and teaching assistants, the social/emotional well-being of children is considered, as well as academic progress, enabling intervention or support to be facilitated as necessary. Intervention could include social and emotional support through activities such as: Thrive, nurture group or opportunities to work with the school councillor.

The Designated and Deputy Safeguarding Leads have completed a wide range of Safeguarding Training and all staff in school have received training on Child Protection, Prevent and e-safety.

Where it is felt that an inter-agency approach is needed, we may work with families to write a CAF (Common Assessment Framework) and make referrals to the Early Help Team. Advice may be sought from the school nurses and the CYPS team. The Headteacher attends regular multi-agency child protection meetings where local professionals work together to improve outcomes for vulnerable pupils.

Referrals are made to the Headteacher where a child discloses any form of abuse, or incidents that are a cause for concern including potential domestic, alcohol or drug abuse that may be taking place inside the home. Operation Encompass is an initiative run by Cleveland Police who inform school of any reported domestic abuse incident within a 24 hour period.

Where there are concerns about radicalisation, the police are contacted on 101, who will talk to the child/family.

For children with Special Educational Needs or Disabilities, support is given to children and parents as required. E.g. the school may facilitate additional visits to secondary school or a child might receive support from a teaching assistant to prepare additional visits to a new class to smooth the transition process. Parents of SEND children are offered appointments for a 'Structured Conversation' with the class teacher to discuss provision, additional support, to gain and share additional information on the child and family and share targets. These conversations take place bi-annually in the autumn and summer terms. In addition The SEND Coordinator offers regular appointments to discuss provision, progress and concerns with parents/Carers of children with SEND.

The available evidence on the extent of abuse among disabled children suggests that disabled children are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risks of both abuse and neglect.

The school will help parents and carers of children with disabilities to get the support they need and ensure that children understand personal safety issues.

For more information about support for SEND children, please refer to the SEND Policy and School SEND Offer published under the SEND tab on the school website.

7.0 Staff Responsibilities are:

7.1 Head Teacher to ensure that:

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Child Protection / Safeguarding.
- The Governing Body adopts appropriate policies and procedures to safeguard children in school.
- That policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the safeguarding policies that are in place and who is the Nominated Person for Child Protection.
- Sufficient resources and time are allocated to carry out Safeguarding Children / Child Protection effectively.
- There is a Nominated Person for Child Protection for the school who has received appropriate training for this important role.
- All staff and adults working in school understand their safeguarding children responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the ‘whistle blowing’ protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional. **All staff are aware of the NSPCC whistle-blowing helpline number – 0800 028 0285**
- Bankfields Primary School develops effective working partnerships with relevant agencies and cooperate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- School to provide appropriate reports for child protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Recruitment and vetting procedures are followed in all appointments of staff including those working in school in a voluntary / unpaid capacity.
- Any children suspected of being drawn into extremist radical behaviour or beliefs are acted upon with the nominated/deputy Child Protection who will assess and appropriately refer to Social Care/Channel Panel.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.

7.2 Nominated Person Child Protection (Designated Safeguarding Lead) has responsibility for coordinating action within the school and to act as appoint of contact with the three safeguarding partners, liaising with case managers and the designated officer (LADO) in cases which concerns a member of staff. Liaise with all staff and relevant agencies while also acting as a source of support, advice and expertise for all staff..

- **The Designated Safeguarding Lead for 2021/2022 academic year is Mrs. E Gatenby**
- **The Deputy Safeguarding Leads are Mrs P Petrie and Miss H Amos.**
- **The Nominated Governor is Mrs M Mockler.**

The main responsibilities for the Designated Safeguarding lead and Deputies are:

- To adhere to and follow procedures outlined in the South Tees Safeguarding Children Partnership (STSCP) Procedures.
- To help identify signs and symptoms of abuse.
- Refer suspected cases of abuse to the Multi-Agency Children's Hub / Police
- To refer the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.

- Ensure all staff receives child protection awareness raising training to help them recognise and identify signs of abuse.
- Ensure staff receive other relevant safeguarding training.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker, are experiencing with teachers and school and college leadership staff.
- To raise awareness of child safety issues within school.
- Ensure that the school has an up-to-date child protection policy which is consistent with the LSCB procedures. The policy should be reviewed annually.
- To attend and represent the school at child protection meetings.
- Be responsible for securely managing child protection files, compiling reports, recording and sharing information appropriately.
- To keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- To develop good working relationships / links with Social Care, the Child Protection Officer for Education and other relevant professionals.
- To raise awareness of their role with staff, parents and children.
- Be available for staff for consultation purposes.
- To ensure the curriculum contains opportunities to address safeguarding issues e.g. e-safety, healthy lifestyles, SRE, bullying, diversity, tolerance, respect etc.
- To liaise with the Mental Health Lead where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these

issues might be having on children's attendance, engagement and achievement at school or college.

- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort and
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- To understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
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7.3 School Staff (teaching and non-teaching) have a responsibility to report any concerns they have about a child's safety to the Designated Safeguarding Lead (DSL) or Deputy (DDSL)

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

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

Designated Safeguarding Lead as soon as possible if they have reported concerns directly).

- Ensure that they maintain an attitude of ‘it could happen here’ in respect of any safeguarding issues and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school’s safeguarding regime through whistleblowing procedures and the Staff Behaviour/Code of Conduct inclusive of ‘Low-level’ concerns Policy.
- Ensure that they understand through online safety training, that technology is a significant component in many safeguarding and well-being cases and the additional risks for pupils online and continue to promote the school’s Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of internet access via children’s own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school’s online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet. This includes not using their mobile phones or smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school’s commitment to keeping children safe through reminding visitors and parents of the school’s appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Code of Conduct Policy inclusive of use of mobile phones and electronic devices.

If a staff member suspects a child may be a victim of abuse they are advised to do the following:

- If a child discloses information that suggests possible abuse has taken place we recommend the following:
 - Listen to the child.
 - Never coach or lead the child.
 - Do not investigate or over question the child.
 - Reassure the child they were right to talk.
 - Inform the DSL or DDSL ASAP.
 - Record events (e.g. what the child has said, word for word) on CPOMs with the date and time

- If a staff member receives information (e.g. third party) or sees something (e.g. suspicious bruise or mark) which gives them a cause for concern, they must inform the DSL or DDSL ASAP.
- Staff should always consult with the DSL or DDSL when they first begin to have concerns about a child. This process will help clarify what action if any, needs to be taken to meet the needs of the child.
- Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children.
- Where staff feel a child is expressing or demonstrating extreme, radical view or behaviours they should make the Head Teacher/DSL/DDSL aware of their concerns.
- In exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care
- If staff has concerns regarding the conduct of another staff member they should inform the Head Teacher directly. If the concern is regarding the Head Teacher conduct the staff member must contact the Chair of Governors
- Where staff has concerns regarding safeguarding practices within school, the Head Teacher should be aware of these concerns. If after raising concerns, the staff member is not satisfied with the response/resultant action, staff members should challenge the decision and ask for a meeting to discuss possible actions. If after the said meeting the member of staff has concerns with the outcome, they should refer to the whistleblowing policy.

7.4 Virtual Headteacher

The 'Virtual Headteacher' is an experienced teacher appointed by the Local Authority to oversee the educational progress of all children under the care Of the Local Authority. Part of their role is to ensure the Local Authority has Set up arrangements for allocating Pupil Premium and Early Years Pupil Premium funding to benefit looked after children. The Virtual Headteacher will liaise with all school's with looked after children to monitor spending and provision for these vulnerable children.

7.5 Governors

Governing Bodies should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Keeping Children Safe in Education, 2021.

At Bankfields Primary School the Nominated Governor for Child Protection is **Mrs M Mockler**.

The role of this individual is to:

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

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

- Ensure that they liaise with the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a College or Proprietor or member of Governing Body of an independent school.
- Ensure that in the event of allegations of abuse being made against staff (including supply staff, volunteers and contractors) and the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governors should also ensure that this training is integrated, aligned and considered as part of the whole school or college's safeguarding approach and culture of vigilance.

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to inappropriate and harmful online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / online safety policy. Governors should also ensure that this is regularly reviewed and risk assessed to keep up with evolving cyber-crime technologies.
- Ensure that children are taught about safeguarding, keeping themselves safe, including online safety through Relationships Education (Primary) and that this approach to teaching is adapted to meet the needs of more vulnerable pupils, victims of abuse and some SEND children
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that where school or college premises are rented or hired to organisations or individuals that appropriate arrangements are in place to keep children safe.

8.0 Allegations against Staff

Allegations against staff (including supply staff, volunteers or contractors) could be initiated in school by children, parents or staff.

If an allegation or cause for concern is made against a member of staff the following action should be taken:

- The Head Teacher should be informed immediately.
- If the allegation is against the Head Teacher then the Chair of Governors should be informed immediately.

- The Head Teacher/Chair of Governors school should seek support and guidance from the local authority and follow the **‘Procedure for Managing Allegations against Staff, Carers and Volunteers’** provided by South Tees Local Safeguarding Board.
- Immediate support and guidance should be sought from:
 - The Designated Officer (LADO) Joanne Dickson, Tel: 01642 130 700
 - The Safeguarding Officer for Schools - June Craven (Tel: 01642 130700 / Mobile: 07970427619)
 - Where an individual staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Head Teacher must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to do so is a criminal act.

Where this concern does not meet the harm threshold, all staff should continue to follow their staff code of conduct inclusive of ‘low-level’ concerns policy and share information with the Headteacher. This concern may be where an adult’s behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

9.0 Staff Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; the Behaviour Policy (which should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Code of Conduct (inclusive of ‘Low Level’ Concern) Policy, the Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff undertake Child Protection refresher and prevent training annually. Safeguarding is a regular item at staff meetings and PD Days with specific training, updates and refreshers for all staff, including online safety. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and curriculum planning.

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school or college, and with the three safeguarding partners (South Tees Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed through meeting other Designated Safeguarding Leads within the Trust during programmed supervision sessions. Also, taking time to read and digest safeguarding developments at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead should ensure the school policies are known understood and used appropriately:

- Ensure the school Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and Trustees regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the South Tees Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- 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. Their role could include ensuring that the school and their 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.

10.0 Confidentiality

Confidentiality and trust should be maintained as far as possible, but Bankfields Primary School will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act).

11.0 Minimising Risks to Children

ALL STAFF MUST READ THE KEEPING CHILDREN SAFE IN EDUCATION. For School and College (2021) Document

(All staff refers to teachers, non-teaching staff, students, staff from other agencies and volunteers)

Safe Practice/codes of conduct in school

Staff/pupil relationships/communications that includes the use of social media

Staff will not initiate affectionate physical contact except in circumstances where a child is showing immediate signs of being upset e.g. following an accident. Here the staff member where possible will seek to ensure any physical contact is witnessed by a third party and is not prolonged in nature.

Staff in school will not discuss with children in any depth details about their personal life or relationships they hold outside of school.

Staff will not seek social relationships with children outside of school, including relationships developed through means of social media.

No staff member will communicate via telephone, through email or social media directly with any child on roll except through the schools official email accounts where all communication can be tracked.

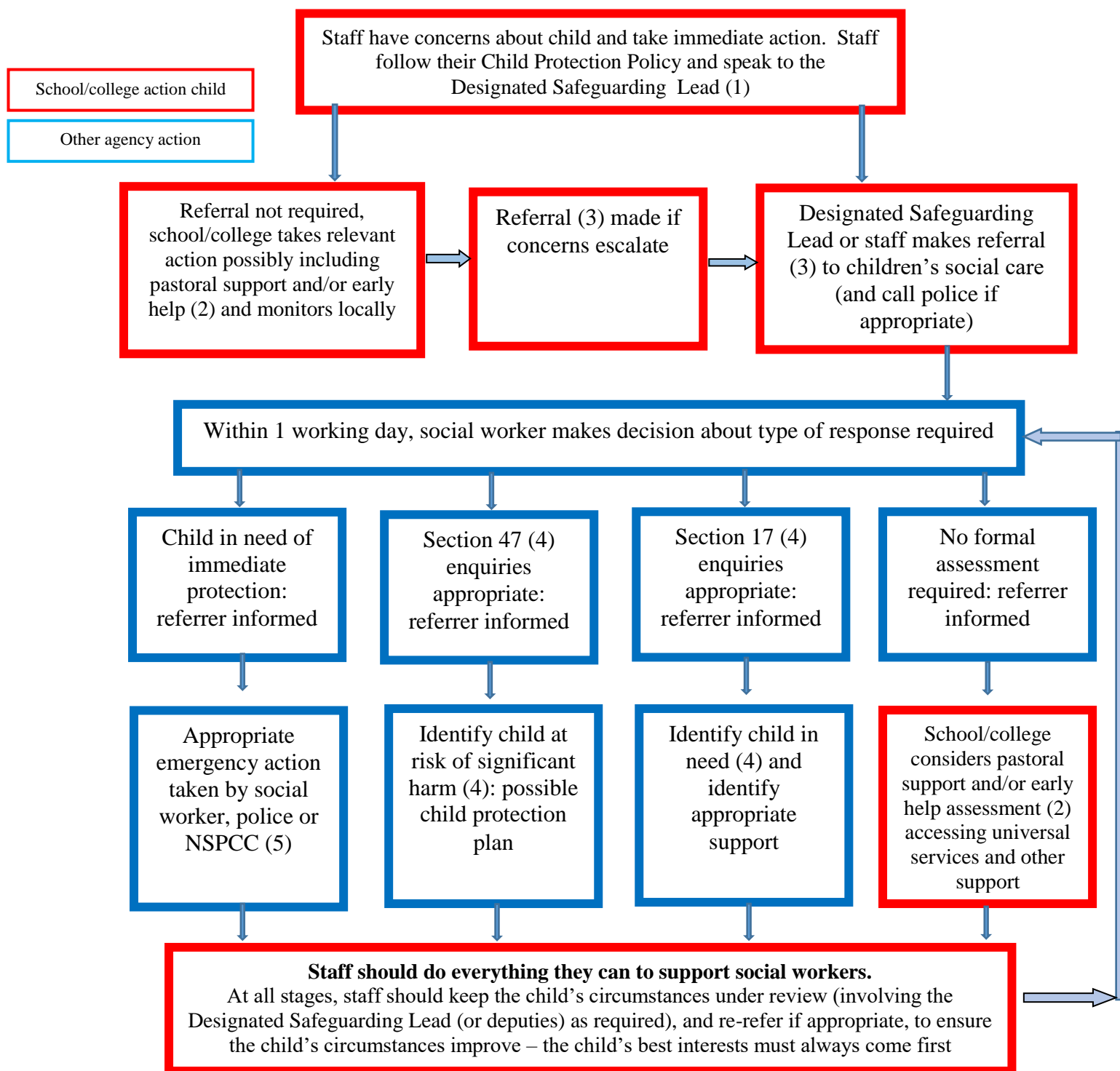
12.0 Mental health

The school recognised that safeguarding also includes preventing the impairment of children's mental as well as physical health and wellbeing. Staff are well placed to identify behaviours that may indicate that a child is experiencing mental health problems or is at risk of developing one. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should immediately raise any mental health concerns with the DSL or deputy DSL and follow the child protection policy and procedures. The DSLs and SENDco will liaise and make referrals to professionals who can make a clear diagnosis and offer appropriate support.

The school has a designated Mental Health lead (Mrs S Turner) who works with the HT and SENDco to coordinate mental health support in school. She coordinates the work of the mental health first aiders, Thrive practitioners and Theraplay practitioners in school, ensuring children are fully supported with their mental health needs in school.

There is also a school councillor who works with children and parents in supporting their mental health needs either through one-to-one sessions or through family therapy. Referrals to the school councillor should be made via Mr P Bennett (SENDco)

13.0 Actions where there are concerns about a child (From KCSiE 2021)



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSiE 2021
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

14.0 Monitoring and Review

The Governing Body will ensure that Bankfields Primary School undertakes the following:

- Annually review its Safeguarding and Child Protection Policy
- Has a senior member of staff as Nominated Person for Child Protection
- Review annually the workload of the Nominated Person Child Protection by requesting a report detailing related child protection work undertaken. Governing body to support as felt appropriate
- Monitor and evaluate child protection training that staff receive
- Review all aspects of safeguarding children / working practices and develop as required

Appendix A

Relevant Documentation

When reading this document, please be aware of the following related documents which work alongside this Child Protection Policy:

1. Tees Local Safeguarding Children Procedures accessed at www.teescpp.org.uk
2. HM Government (March 2016) Working together to safeguard children
3. HM Government (2015) what to do if you are worried a child is being abused
4. HM Government (2015) information sharing
5. HM Government (2015) Disqualification under The Childcare Act 2006
6. HM Government (September 2021) Keeping children safe in education- information for all school and college staff-The Counter Terrorism and Security Act
7. Procedure for Managing Allegations against Staff, Carers and Volunteers- South Tess LSCB
8. Safeguarding Children in Education (DFES 2004)
9. The Sexual Offences Act 2002
10. Data Protection Act 1998
11. Anti-bullying policy
12. Race Equality Policy
13. Equality and Diversity Policy
14. Harassment Policy
15. Staff Disciplinary Policy
16. Staff Recruitment Policy
17. Whistle Blowing policy
18. E Safety policy
19. Health and Safety Policy
20. Confidentiality Policy
21. Preventing Radicalisation Policy

- 22. Medicines Policy
- 23. Staff Code of Conduct Policy
- 24. Behaviour Policy
- 25. Mental Health and Well-being Policy
- 26. Low-level Concern Policy (to follow from Trust)