Safeguarding in Education

Child Protection and Safeguarding Reference Guide for Staff

Walkington Primary School

Updated September 2023

	Contents	Pg.no

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1. Advice and Safeguarding Contact List

Role / Agency	Name and role	Contact details
School DSL	Rachel Goodwin Assistant Headteacher	rachel.goodwin@walkington.eriding.net
Deputy DSL	Chris Bullough Head Teacher	c.bullough@walkington.eriding.net
Designated Safeguarding Governor	Nigel Penton	Nigel.Penton@walkington.eriding.net
Chair of Governors	Chris Howard	Chris.Howard@walkington.eriding.net
Looked After Children Designated Teacher	Chris Bullough	c.bullough@walkington.eriding.net
E Safety Coordinator Assistant DSL	Beckie Pearson	beckie.pearson@walkington.eriding.net
Safeguarding and Partnership Hub (SaPH) **Out of Hours** **EDT- Emergency Duty Team**	**Support and Advice:** Intensive and Specialist Safeguarding support and advice / Request for Service (RFS) 1. Urgent C P concerns 2. Consultation with Social Worker **Children's social care** **Hull** **North Yorks** **North Lincs** **North East Lincs**	**Mon to Thu** 8:30am – 5:00pm **Fri** 8:30am – 4:30pm (01482) 395500 RFS forms to: safeguardingchildrenshub@eastriding.gov.uk (01482) 393939 01482 448879 EDT 01482 300304 01609 780780 EDT 01609 780780 01724 296500 EDT 01724 296500 01472 326292 EDT 01472 326292
Local ER Children Safeguarding Team	Beverley Children's Safeguarding Team,	Address: Beverley Children, Young People & Family Centre, Coltman Avenue, Beverley, HU17 9LP, Tel: (01482) 880066

Local ER Children Safeguarding Team Manager	Jen Watson, Cara Petch Lindsay Sewell	Jennifer.watson@eastriding.gov.uk Cara.A.Petch@eastriding.gov.uk Lindsay.seawell@eastriding.gov.uk
Safeguarding in Education Team	General strategic and operational School Safeguarding and CP Advice	Please always use the SiET email to initiate contact with SiET: safeguardingineducation@eastriding.gov.uk - Chris Hamling (Team Manager) - Tara Baker (Education Safeguarding Officer) - Tahnee Burgess (Education Safeguarding Officer) - Nicola Spray (Education Safeguarding Officer) - Kate Jordan (Education Safeguarding Officer) - Rebecca Pegg (Education Safeguarding Support Assistant)
ERYC LADO	Referral of possible allegations against staff and volunteers.	Please always use the LADO email to initiate contact with LADO: LADO@eastriding,gov.uk Jayne Hammill Lisa Dossor
School critical incident, bomb threats Etc and Educational Visits Emergencies (not Child Protection)	24 hour Guidance and support	(01482) 392999
Humberside Police	ER Protecting Vulnerable People Unit	(01482) 220809
Humberside Police	Hate Crime / incident reporting Prevent Humberside Police ERYC	101 https://www.reportingcrime.uk/HPhatecrime/ 101 / prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk

2. The Legal Framework and Guidance

2.1 Keeping Children Safe in Education, 2023, (KCSiE, 2023) outlines the explicit requirements and need for a whole school or college approach to safeguarding.

2.2 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

2.3 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.

2.4 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

2.5 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- Working Together to Safeguard Children (2018) – last updated 01.07.22
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for Safer Working Practice for Those working with Children and Young people in Education Settings (February, 2022) – Safer Recruitment Consortium
- Keeping Children Safe in Education (DfE 2023)
- Use of reasonable force in schools(DfE July 2013)
- Searching, screening & confiscation (DfE July, 2022).
- School Staff & Volunteer Code of Conduct (ERSCP September 2022)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Govt July 2018)
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2022).
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, GOV. UK, Updated 1st April 2021
- Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK, Updated 12th May, 2021
- The Prevent Duty -advice for schools and childcare providers (DfE 2015).

- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015).
- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (DfE, May 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and Pupil Referral Units in England, including pupil movement: Guidance for maintained schools, academies, and Pupil Referral Units in England (DfE, May 2023)
- Working Together to Improve School Attendance (DfE, May 2022)
- Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022, Applies from: September 2022
- Behaviour in Schools: Guidance, advice for headteachers and school staff (DfE, September 2022)
- LA Education Visit Guidance and Procedures or equivalent.
- The designated teacher for looked-after and previously Looked After Children (DfE,Feb 2018)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug 2018)
- Ofsted Education inspection framework (September 2023) – GOV.UK
- Ofsted Inspecting safeguarding in early years, education and skills (September 2022) – GOV.UK
- Ofsted School inspection handbook (July 2023) - GOV.UK
- Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out-of school settings (DfE, April 2022)
- Meeting digital and technology standards in schools and colleges (DfE, March 2023)

Other Safeguarding Related School Policies

The school/college has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy

- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy

The above list is not exclusive and when undertaking policy development, the school/college will consider Safeguarding and Child Protection matters and associated implications, within each appropriate policy or guidance

3. Introduction

3.1 It is essential that everybody working in a school or college understands their safeguarding responsibilities – as outlined in Part One and Annex A of KCSiE, 2023. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect, exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance and effective safeguarding practice. All staff ensure that any decisions made are in the best interests of the child. The definition of safeguarding is taken from KCSiE 2023 (Paragraph 4) and defines safeguarding and promoting the welfare of children as:

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

3.2 Our pupils'/students' welfare is our paramount concern. The governing body will ensure that at a strategic level, our school will safeguard and promote the welfare of pupils/students and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

3.3 Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

3.4 This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the East Riding Safeguarding Children Partnership (ERSCP) Safeguarding Policies and Procedures and the Strategic School Child Protection & Safeguarding Policy. These are in

keeping with relevant national procedures and guidance and reflect what the partnership considers to be safe and professional practice in this context.

4. Our Ethos

4.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

4.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children.

4.3 We recognise that all adults within the school, including permanent staff, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm and need to understand and be competent in safeguarding practices in school and receive training, support and information to achieve this

4.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

5. Scope

5.1 In line with the Children Act, 1989, this policy defines a child as anyone under the age of 18 years.

5.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers and to all learners in this school.

5.3 The school's Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding (including online safety and IT Filtering and Monitoring) is Rachel Goodwin. We have a deputy DSL, Chris Bullough and an assistant DSL, Rebecca Pearson to ensure there is always appropriate cover for this role.

The DSL will be on our school's/college's leadership team and their role of DSL (and the deputy) will be explicit in their job description. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL (and any Deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL will be available to provide guidance, support and advice on all safeguarding matters, **concerns must be shared immediately and discussed**

with the DSL, who will advise on the actions required and decision making and ensure recording is carried out using CPOMS.

5.4 The school has a nominated Governor (Nigel Penton) responsible for safeguarding to champion good practice, to liaise with the Head Teacher and DSL and to provide information and reports to the governing body.

5.5 The **case manager for dealing with allegations** of abuse made against school staff members is the Head Teacher. The case manager for dealing with allegations against the Head Teacher is the Chair of Governors

5.6 The Head Teacher or Proprietor and DSL will ensure that the policies and procedures adopted by the **governing body** are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. Through training and briefings, all staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children are absent / go missing from education.

5.7 As outlined in KCSiE, 2023**,** the **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

5.8 All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child and how to report safeguarding and concerns in relation to Online Safety and Filtering and Monitoring. All staff need to be able to recognise behaviours and physical signs linked to behaviours that put children in danger/risk of significant harm. All staff know what to do if a child tells them he/she is being abused or neglected. All staff should be aware that the minimum age of marriage is now 18 years of age. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL(or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, transphobia, consensual and non-consensual sharing of nude and semi-nude images and videos. Staff should recognise that children are capable of abusing other children. Staff should be aware that these can be in and out of the education setting, in person and online.

5.9 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing

up. KCSiE 2023, Part 5, provides guidance about tackling and reporting sexual harassment in schools and colleges

It should be recognised that these issues will occur and be accepted that they do, and so schools will have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, we provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination.

Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding

Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The DSL will be familiar with the full guidance from the UK Council for Internet Safety (UKCIS),

Sharing nudes and semi-nudes: advice for education settings working with children and young people

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL. Professional curiosity is where a person explores and understands what is happening within a family rather than making assumptions or taking a single source of information and accepting it at face value. It means:

- testing out your professional assumptions about different types of families.
- triangulating information from different sources to gain a better understanding of family functioning which, in turn, helps to make predictions about what is likely to happen in the future.
- seeing past the obvious.

All such incidents should be immediately reported to the DSL or equivalent and managed in line child protection policy and procedure. Victims of harm should be supported by the school's pastoral system, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them. The DSL will retain oversight of this.

5.10 There is an Online Safety policy regarding the use of mobile phones, cameras and other digital recording devices e.g., iPads. Similarly, the school approach to managing Filtering and Monitoring is documented. Details of this can be found in our E-safety policy on the website and in the Safeguarding folder on the school server . For online safety, there is within the policy, guidance about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g., sites they need to visit or who they'll be interacting with online)

Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all their pupils to attend in person. Staff should be aware that the DSL or DDSL are the allocated personnel for filtering and monitoring any concerns should be shared with them .

6. Supporting Children

6.1   We recognise that children who are abused or witness violence (e.g. Domestic Abuse) are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too. https://www.gov.uk/guidance/domestic-abuse-how-to-get-help

They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.2 The school is involved in the Humberside Police/East Riding LA Operation Encompass Domestic Abuse alert system and work with SiET to support Humberside Police Pitstop Meeting whilst supporting pupils appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse including coercive control and refer concerns to the DSL.

6.3 Our school will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning; Through RHSE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice;
- Providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- Supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is located on the school website and in the Safeguarding Folder on the server.)
- Ensuring a comprehensive curriculum response to online safety including filtering and monitoring, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus Relationship and Sexual Health Education (RSHE) requirements.
- Liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse
- Ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, child-on-child abuse, consensual and non-consensual sharing of nude and semi-nude images and videos and the displaying of 'Harmful Sexualised Behaviour'; https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/
- The school will consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Having a Behaviour Policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred. The behaviour policy is located on the school website and in the safeguarding folder on the school server
The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the

possible challenges of detecting those signs and show sensitivity to their needs.

- Playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment.

- Acknowledging the importance of 'contextual safeguarding', which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare (Working together to safeguard children July 2018 and KCSiE September 2023).

- Liaising with a range of Early Help agencies that support the pupil such as Health Services, East Riding Yorkshire Council Social Care, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.
  https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

- The Local Authority Safeguarding and Early Help support structures are outlined in – 'Effective support for children, young people and families in the East Riding of Yorkshire. Guidance for all practitioners in working together to support families and safeguard children'.

- Ensuring that, when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within 5 days (ideally prior to the move) and that the child's Social Worker is informed that the child has moved;

- Pupil absenteeism will be monitored as a potential safeguarding concern and precursor for a child being missing form education. After 20 days absence and / or if a child has moved and the new school is unknown the school will utilise Child Missing in Education protocols

- Alerting the LA if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.

- Acknowledging that a child who is looked after (LAC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep LAC and previously looked after children safe. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group;

- Be mindful when applying disciplinary measures, such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group and need for reasonable adjustments.
- Recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:
- https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

7. Safeguarding Procedure

7.1 We have developed a structured procedure in line with ERSCP which will be followed by all members of the school community in event of the identification of safeguarding concerns – which will be shared with the DSL.

7.2 In line with the procedures, upon receipt of concerns and where necessary the DSL will contact SaPH 01482-395500, or if unsure of threshold telephone SaPH for a consultation and take a view on if a RFS is needed. If after discussion with parents/carers and with their consent it is thought that additional support may be appropriate, the school will submit a RFS to the Early Help and Prevention Hub. This may be on the back of a consultation with staff in the Early Help and Prevention Hub.

7.3 The name of the DSL / DDSL and DSG will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of involving safeguarding and child protection concerns.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8. Dealing with a disclosure made by a child – advice for all members of staff

"Never Do Nothing – Do the basic things well - It can happen here"

8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the DSL without delay and follow school safeguarding procedures.
- Complete the incident log on CPOMS

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

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

8.2 All concerns, discussions and decisions made and the reasons for those decisions must be recorded using the established school system and procedures. Where appropriate, the Signs of Safety model (SOS) will be used to capture the child's voice and their daily lived experience (Three Houses).

8.3 We will continue to support any pupil/student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, in line with the requirements of KCSiE 2023, Para. 122.

8.4 Schools will endeavor to have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified.

9. Discussing concerns with the family and the child – advice for the DSL and DDSL

9.1 In general, we would always try to discuss any concerns the school may have with the child's parents, the DSL will always be consulted prior to, and be aware of any such contact and provide guidance and a lead role. Wherever possible, parents need to know we have are worries about their child. However, we will not discuss concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 Any reason not to communicate concerns with parents will be fully explained and documented.

9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centred model to capture the child's lived experience and their own words when possible.

9.4 When talking to children, we will take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. Advice may need to be taken from SaPH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised. Further advice can also be obtained from the Safeguarding in Education Team.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 As DSL you should expect and require that all safeguarding concerns will be discussed with the you. As outlined above, where possible parents will be contacted and agreement sought to make a RFS to SaPH, unless you consider that this would place the child at increased risk of significant harm.

9.8 We do not need the parents' consent to progress a RFS if it is considered that the child to be in need of protection, although parents will ultimately be made aware of which organisation made the RFS. If parents refuse to give consent to a RFS but a decision is made to continue, this will be made clear to SaPH. The DSL will support and lead on this communication

9.9 Where a RFS is made without consent the decision making and reason will be recorded.

9.10 When a RFS is made, the DSL will decide what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

10. Safer workforce and managing allegations against staff and volunteers

10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with Safer Recruitment best practice and KCSiE, 2023. In addition to obtaining the Enhanced DBS certificate described, anyone who is appointed to carry out regulated activity will require additional checks (e.g. Barred List) to ensure they are not prohibited from teaching.

10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. The Single Central Record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is located on the school server and is managed by the business manager.

10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'work for us' section. The school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.

10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 3 years.

10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to Low level concerns) in line with ERYC procedures. We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed.

10.6 Supply teachers – we will consider all allegations against an individual not directly employed, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.

10.7 There is an agreed Staff Code of Conduct policy which is compliant with 'Safer Recruitment', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. The staff Whistleblowing, Code of Conduct policy and Low-Level Concern Policy is located on the school website and in the Safeguarding Folder on the school server.

10.8 For agency and third-party supply staff, schools and colleges must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff. This is in line with the requirements of KCSiE, 2023 Part 3.

Further Guidance can be accessed:

11. Staff induction, training and development

11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given a safeguarding induction that includes training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the Safeguarding Policy, staff Code of Conduct, KCSiE Part One or Annex A, and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part One and Annex A of KCSiE, 2023. Staff should also have access to, Working Together to Safeguard Children (July 2018). Training will be refreshed in line with ERSCP guidelines.

11.2 Induction will be proportionate and linked to staff members' and governors' specific roles and responsibilities.

11.3 The DSL will oversee and coordinate staff safeguarding training and training records, including Prevent, Online Safety and Filtering and Monitoring and will undergo updated DSL safeguarding training annually. DSL and other key staff identified as requiring this, should undertake more advanced / specialist training and disseminate the information and training to staff, through regular updates.

11.4 All staff members of the school will undergo safeguarding training (which is regularly updated and at least every three years). All governors must undergo safeguarding training to equip them with the knowledge to provide strategic challenge, so that they are assured safeguarding procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All staff will have access to ERSCP multi-agency safeguarding training and e-learning, alongside that provided by the LA and SiET.

11.5 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.

11.6 We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in school safeguarding training if it takes place during their period of work for the school and if identified as necessary.

11.7 The DSL will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary.

11.8 The school will maintain accurate and up to date records of staff induction and training.

12. Confidentiality, consent and information sharing

12.1 We recognise that all matters relating to Safeguarding are confidential.

12.2 The Head Teacher or the DSL will disclose any information about a pupil/student to other members of staff on a need-to-know basis only.

12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

12.7 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. <ins>Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers</ins> supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

13. Inter-agency working

13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

13.3 We will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the East Riding Safeguarding

Partnership/Safeguarding in Education Team. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

14. Contractors, service and activity providers and work placement providers

14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with KCSiE, 2023. If requisite assurance is not obtained and statutory and school expectations not met then permission to work with our children or use our school premises may be refused.

14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15. Whistleblowing and complaints

15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / College Whistle Blowing policy is located…

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the Head Teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g., suspicion, complaint or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.

15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

16. Site security

16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's

badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17. Quality Assurance

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the ERSCP and using the audit tool provided by them for this purpose.

17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

18.Policy Review

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2 The DSL will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

18.3 Additional updates to the safeguarding policy and appendix will take place when needed.

Updated Policy Date: September 2023
Scheduled review by September 2024

Appendix 1 – Child Protection Record of Concern or Disclosure

Guidance on the reporting and recording procedure that MUST be followed by all staff.
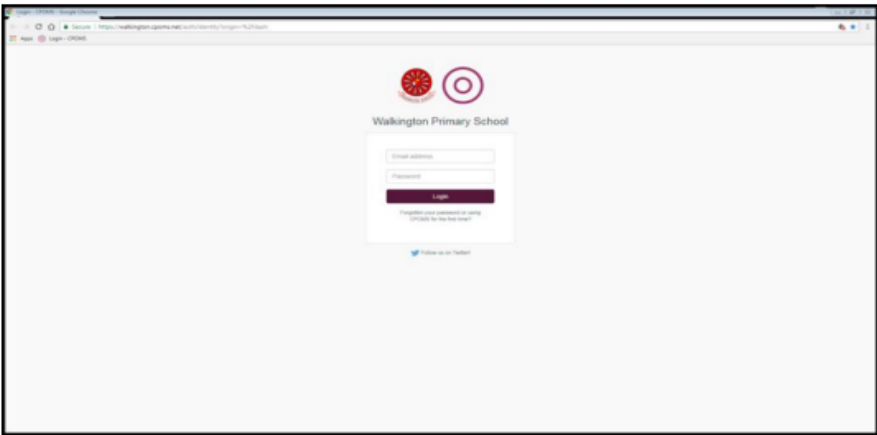
Every member of staff across our school has an obligation to report any concerns which they may have. Walkington School uses CPOMS (Child Protection Online Monitoring System) as a method of recording safeguarding concerns. CPOMS can be accessed (via a personal login) from wherever there is an internet connection.

CPOMS allows us to record information securely and centrally ensuring that the relevant people are alerted to concerns immediately. Senior leaders are able to build a chronology around a student enabling appropriate follow up action and can produce reports on venerable pupil groups whenever required.
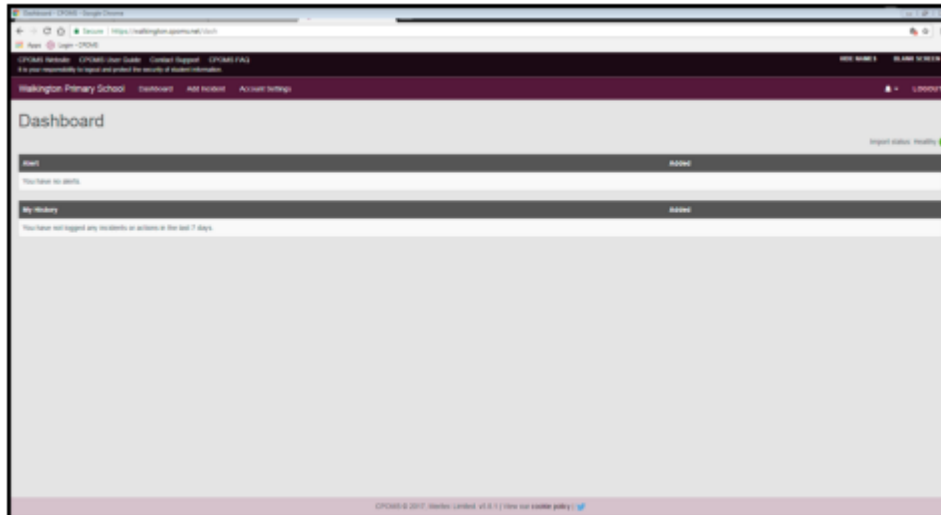

Walkington Primary School Child Protection Policy.

Child Protection Record of Concern or Disclosure.

Using CPOMS

Access to CPOMS is available via the 'start menu' or 'walkington.coms.net'.

Type in your email address and then your password.

'Dashboard' is where you can see any incidents you have been alerted to and also your incident history. To add a new incident, click onto 'Add Incident'.

To add an incident you first need to find the student involved. To do this, begin typing their name in the student section. All students with that name will appear, including their surname and which class they are in. When you have found the correct student, clock on their name.

In the incident box, type a detailed report of what has happened. Please try and avoid adding any personal opinions and just keep to the facts.

Choose a category that you believe the incident fits into. If there are any other children involved in the incident, you can add them using the 'Linked Student' section. This works in the same way as when you are searching for a student.

# Child Protection Record of Concern – CPOMS Body Map

Depending on the type of incident you are reporting you may need to use a 'Body Map' to record and marks/injuries.

Hover the mouse over the area where the mark/injury has been identified and then click the left mouse button. A red cross will appear.
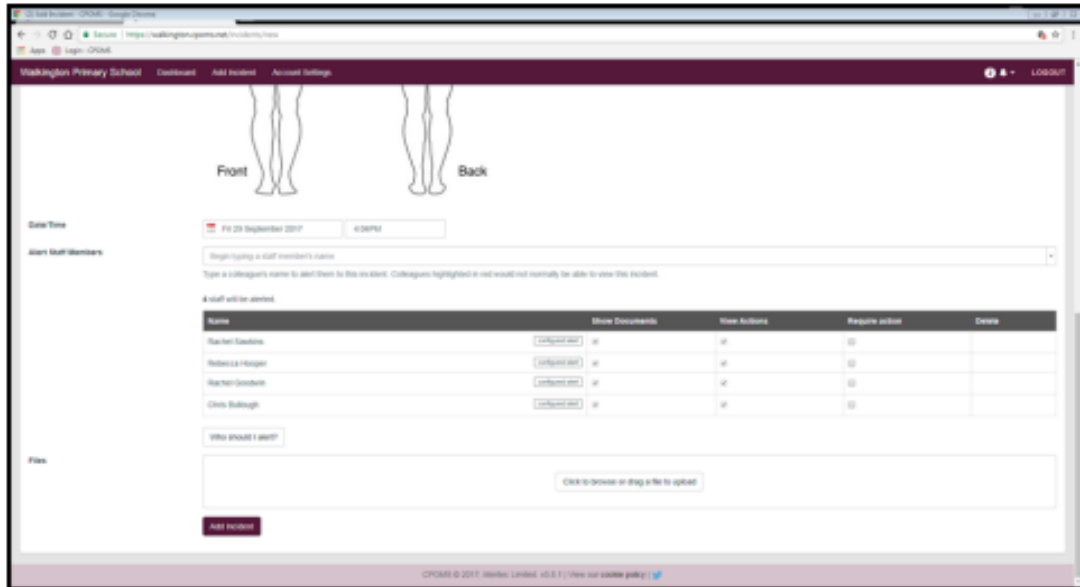
The DSL (Designated Safeguarding Lead) and all other appropriate staff will automatically be alerted to the incident.
Once you have checked through your report, press 'Add Incident'. Your report will then be complete.
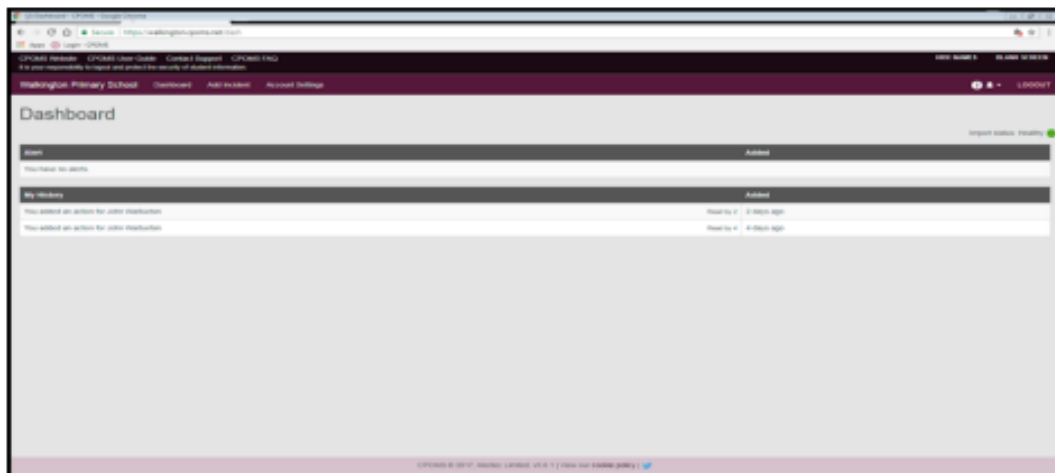
Returning to your 'Dashboard' you will see the incident has been added to your history. Here you will be able to see when those staff members who have been alerted and have read the incident. You will be updated verbally by an appropriate member of staff on how the incident is being dealt with.

Allegation Flowchart

When you have a concern, disclosure or allegation about inappropriate or abusive behaviour towards children by a member of staff or volunteer.

What you must do:

Is there a suspicion or disclosure that a child has suffered or is at risk of suffering harm? If so also follow procedure on Flowchart 1

YES ← → **NO**

Contact:

SLT, COG or Local Authority Designated Officer (LADO). Maintain strict confidentiality.

Contact:

Head Teacher or other SLT available.

Maintain strict confidentiality.

Have you received appropriate feedback? (from Head, SLT, LADO ?)

NO

YES **Seek meeting or request feedback**

Do you still have concerns?

NO **YES**

No further action required

Refer back to Head, CMC or SLT (or LADO) confidentially in writing if appropriate.

If concerns persist:
- **Use the Safeguarding Whistleblowing policy and Low-Level policy to report your concerns.**

  Or

- **Contact ERSCP LADO LADO@eastriding.gov.uk**

APPENDIX 4 – CP Flow Chart

Child Protection Flowchart

Suspicion or disclosure that pupil has suffered or is at risk of suffering harm.

What you must do:

Is this a disclosure by a Pupil?

→ YES → Explain that you will need to pass information on.

♦ Give reassurance

↓ NO

Is emergency treatment needed?

→ YES → **Arrange Treatment.**

↓ NO

Is this possibly an urgent CP/Safety issue?

→ YES → **Speak to DSL or Deputy immediately and complete 'Record of Concern' form (and Body Map, if needed).**

(and Body Map, if needed).

↓ NO

Complete 'Record of Concern' form (and Body Map, if needed). Pass to DSL.

→ **Maintain Confidentiality.**

Do not discuss with parent or carer.

↓

Have you received feedback from DSL within 5 working days?

→ NO → **Speak to DSL seeking update.**

↓

Do you still have concerns?

NO ← | → YES

Continue to monitor the situation. Update DSL and contribute to School and Multi-agency Intervention/Support

Discuss with DSL making clear your concern

↓

Do concerns persist about the welfare of the children?

NO ← | → YES

Consider the following actions:

1. **Press DSL to re-refer to SAPH (01482 395500)**

2. **Use the Safeguarding whistleblowing policy and Low-Level Policy if you feel the concerns are about actions/inactions of the DSL**