



**ST. HILD'S
CHURCH OF ENGLAND SCHOOL**

Policy Document

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

At St. Hild's Church of England School we aim to provide all of our pupils with a world class education in a Christian context. We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

Purpose and aim

St Hild's Church of England School's whole-school Safeguarding Children and Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the schools commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of the policy is, therefore, to ensure that our childrens' welfare is of paramount importance; early and additional help is offered to prevent escalation and where Safeguarding Children and Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

Governors and staff are committed within St Hild's Church of England School to safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils, parents. carers and visitors to share this commitment and understanding.

This policy applies to St Hild's Church of England School's whole workforce

Introduction

St Hild's Church of England School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to St Hild's Church of England School's Safeguarding Children and Child Protection Policy:

1. **Prevention** - positive school atmosphere; careful and vigilant teaching; pastoral care; support to pupils; providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.
2. **Protection** - following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead (DSL) Mrs T Gibson, Mr D Richardson (Deputy DSL), Mrs S Anderson (Admin Support), Mrs L Hornby (Y9), Mr L Morgan (Y11), Mrs S Sotheran (Y10), Mr L Stephenson (Y8), Mr J Gibbon-Hayes (Y7), Mrs D Todd (Mental Health, Mrs J Huntington (Children Missing from Education) or the Contacts and Referral Team, The Hartlepool and Stockton-on-Tees Children's Hub on **01429 284284** or out of office hours call **0870 240 2994** for those children that reside in Hartlepool LA directly IF NECESSARY. All concerns must be entered onto CPOMS.

In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are Single Point of Contacts (SPOCS)/named teams and individuals within the police who can be contacted. Details can be found on the Tees Local Safeguarding Children Board's procedures at www.teescpp.org.uk

3. **Reconsideration** - following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.
4. **Support** - to pupils and school staff who may be vulnerable due to their individual circumstances.

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are linked to the areas identified below from Keeping Children Safe in Education 2018.

The areas include:

- [Bullying including cyberbullying](#)
- [Children missing education Keeping Children Safe 2018 \(Annex A\)](#)

- Children missing Home or care
- Child sexual exploitation – (CSE) & Keeping Children Safe 2018 (Annex A)
- Domestic Violence
- Drugs
- E-Safety
- Fabricated or induced Illness
- Faith Abuse
- Female genital mutilation (FGM) Keeping Children Safe 2016 (Annex A)
- Forced Marriage – Keeping Children Safe 2016 (Annex A)
- Gangs and youth violence
- Gender Based Violence/violence against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing children and adult strategy
- Private fostering
- Preventing radicalisation Keeping Children Safe 2016 (Annex A)
- Relationship abuse
- Sexting new guidance from DfE
- Trafficking
- Peer on Peer Abuse

In the event of any of these issues being recognised, information should be shared directly with the DSL or the Deputy DSL which may result in the situation being monitored and supported in school or the pupil/s being referred to specific services.

Framework and Legislation

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

St Hild's Church of England School is committed to respond in accordance with Safeguarding Children and Child Protection: Hartlepool Safeguarding Children Board procedures <http://www.lscbhartlepool.org> and partner agencies in all cases where there is a concern about significant harm. We follow Tees Local Safeguarding Children Boards procedures <http://www.teescpp.org.uk> for children that reside in Hartlepool local authority.

Significant Harm is defined in The Children's Act 1989 and 2004 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

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

2002)

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

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children, updated August 18, which applies to all the schools and colleges, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from all forms of maltreatment and abuse (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at St Hild's Church of England School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, to 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; also safeguarding incidents can occur within schools.

Therefore it is important that ALL staff at St Hild's Church of England School:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the DSL, the Deputy DSL or Year Leaders who are part of the safeguarding team immediately and report on CPOMS. (However, ALL staff can refer their concerns directly to the Contacts and Referral Team, Children's Safeguarding if necessary and to the police). They should then inform the DSL or Deputy DSL as soon as possible if they have reported concerns directly.
- Ensure that they record any information onto CPOMS shared directly with them by

a child or observed/witnessed with the DSL, the Deputy DSL or Year Leaders immediately. This could include sharing information on behalf of the DSL with other agencies. All discussion decisions and reasons for the decision should be recorded in writing, adhering to St Hild's Church of England School's recording and information sharing procedures. All parties must be aware of procedures around confidentiality – see appendix 3.

- Ensure that they maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child or adult including staff member in school directly to the DSL or one of the Safeguarding Team.
- 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 the School's Confidential Reporting Policy and follow the appropriate procedures for dealing with allegations against staff in the Confidential reporting Policy.
- Ensure that they attend regular formal training/updates (and sign to confirm attendance at training) at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of the early identification of needs of children, so as to prevent an escalation of need or risk to the child.
- Ensure that under the Counter Terrorism and Security Act, April 2015 the School has 'due regard' to 'Prevent' and to assess risk of children and young people being radicalised and drawn into extremism. (This is based upon potential risks in the local area; clear protocols will also be in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's E-Safety Policy in the protection of all pupils.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force is in place and adhered to.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils is in place and adhered to.
- Ensure the Safeguarding Children and Child Protection Policy is updated and revised annually, working with the Governing Body.
- Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in school (and sign to confirm they have read and understand the information)
- Ensure the Safeguarding Children and Child Protection Policy is publicised on the school website. The policy alerts all staff to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.

St Hild's Church of England School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

St Hild's Church of England School Governing body has appointed Mrs T Gibson Headteacher to the role of Designated Safeguarding Lead. This person has the overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role; this person is able to provide support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter-agency meetings and to support other trained staff to do so, as well as contribute to the assessment of children.

Role of the Designated Safeguarding Lead

At St Hild's Church of England School we have appointed the following Deputy DSL Mr David Richardson. The Safeguarding Team consists of; Mr D Richardson with a key responsibility linked to all areas of E-Safety and "Prevent", Mrs S Anderson (Admin Support), Mrs L Hornby, Mrs S Sotheran, Mr Gibbon-Hayes, Mr Morgan and Mr Stephenson who are all Year Leaders and take responsibility for the safeguarding issues within their own Year groups, Mrs D Todd for Mental Health and Mrs J Huntington for Children missing from Education.. These individuals are trained to be able to go to Child Protection Conferences. Whilst the activities of the Designated Safeguarding Lead can be delegated to an appropriately trained deputy, the ultimate LEAD RESPONSIBILITY for Safeguarding and child protection will not be delegated and remains with the Designated Safeguarding Lead.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable, please seek immediate support via the Contacts and Referral Team, The Hartlepool and Stockton-on-Tees Children's Hub on 01429 284284 or out of office hours call 0870 240 2994. for those children that reside in Hartlepool LA directly .

The Designated Safeguarding Lead has a very detailed role. The broad areas of responsibility for the Designated Safeguarding Lead are identified here:

Manage Referrals

- Refer all cases of suspected abuse to the Contacts and Referral Team, Children's Safeguarding.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (MSET lead), Radicalisation (through the Single Point of Contact for the Channel Panel), Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to the Contacts and Referral Team, Children's

Safeguarding, Channel Panel or Police as appropriate.

Work with Others

- Liaise with the Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager. Where it is the Headteacher who is the subject of the allegations, this must be referred to the Chair of Governors) and the Designated Officer (DO) at the Local Authority for child protection concerns, all cases which concern a staff member.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead should receive appropriate training updated every two years. They should undertake Prevent awareness raising and, in addition to the formal training, their knowledge and skills should be refreshed at regular intervals, but at least annually, so they:

- Understand and keep up with any developments to their role.
- 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's Safeguarding Children and Child Protection Policy and procedures, especially new and part-time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records electronically on CPOMS 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.
- 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.

Raise Awareness

The DSL will ensure the School's policies are known, understood and used appropriately;

- Ensure the School's Safeguarding Children and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with St Hild's Church of England School's Governing Body and the workforce in this regard to ensure its effectiveness. This includes ensuring all staff have a knowledge of the policy (which is on the school website) on their induction.
- Ensure the Safeguarding Children and Child Protection Policy is available publicly and that parents/carers 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 Hartlepool Safeguarding Children Board (HSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

Where children leave the school the DSL will ensure their child protection file is transferred appropriately for any new school or college as soon as possible, but transferred separately from the main pupil file. This will ensure the secure transit and confirmation of receipt of hard copy files or those transferred via CPOMS electronic system.

Availability

- During term time the DSL (or a Deputy DSL) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the DSL (or Deputy DSL) would be expected to be available in person, in exceptional circumstances such as school closure periods, availability may be via phone or other such mediums.
- The DSL and school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition, as best practice that the Designated Safeguarding Lead and Deputy DSL will:

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Safeguarding Children and Child Protection Policy and the Staff Code of Conduct, especially new or part-time staff who may work

with different establishments.

- Be aware of all school excursions and residential excursions and clarify with Educational Visit Co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Inform the LA of any pupil to be deleted from school admission register and follow 'Missing from Education' protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of 10 days or more.

Governing Bodies Role and Responsibilities

As per best practice, a Safeguarding Governor has been appointed to support the Designated Safeguarding Lead from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity. This Governor provides challenge to the Designated Safeguarding Lead so as to ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The Senior Lead Governor for safeguarding in St Hild's Church of England School is Mrs J Lewis.

The role of this individual is to:

- Ensure that the governing body receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that they liaise with the local authority Designated Officer (DO) and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Hold the Headteacher to account on all matters involving safeguarding through an effective Safeguarding Children and Child Protection Policy that is embedded and followed by the entire workforce in all of the above areas.

Information for Parents/Carers

Parents/carers should be aware that at St Hild's Church of England School, Governors and staff are committed to safeguarding and promoting the welfare of the pupils/children in our care and will take any reasonable action to safeguarding their welfare. In cases where the School has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Hartlepool Safeguarding Children Board procedures and inform the relevant Contacts and Referral Team, Children's Safeguarding or the police of their concern.

Procedures

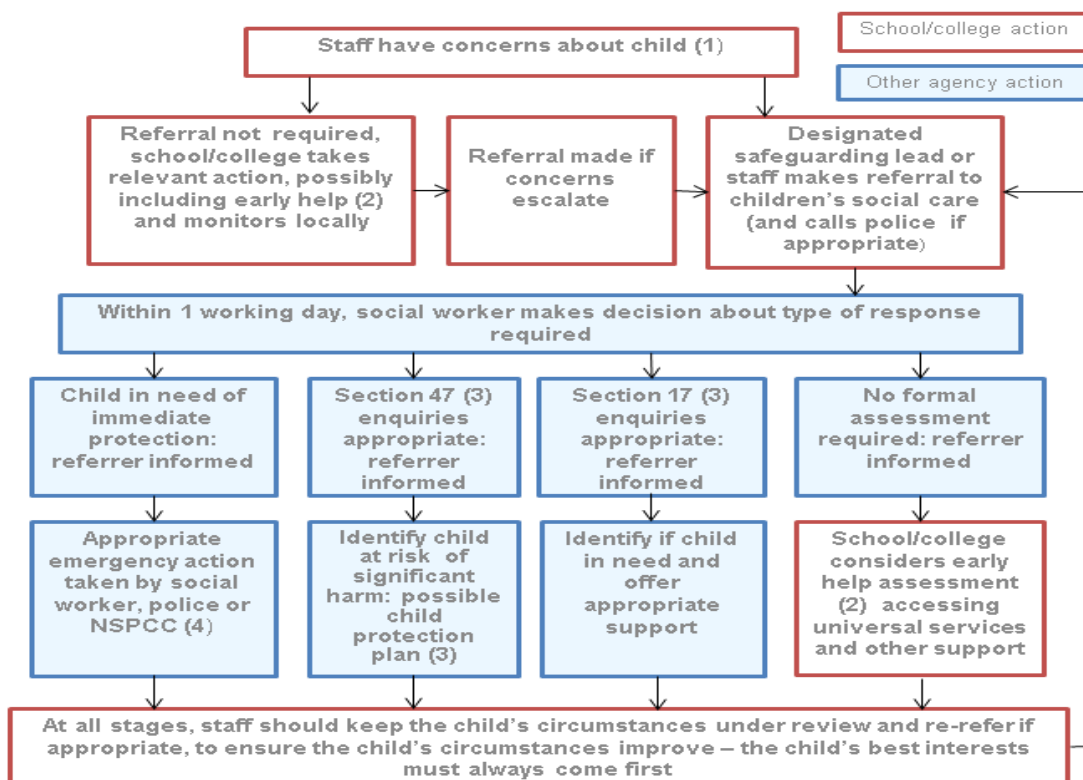
The Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads will be informed immediately by an employee of the school, pupil of the school, parent/carer of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The Contacts and Referral Team, Children’s Services if necessary. The Headteacher will be kept informed at all times.

Keeping Children Safe in Education (KCSIE 2016)

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE 2016 guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

3. 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. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Safe Schools/Safe Staff

St Hild's Church of England School Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Confidential Reporting Policy

St Hilds Church of England School's Confidential Reporting (Whistleblowing) Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adults behaviour.

Complaints Policy

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. In the Headteacher's absence then Mr C Seymour, Assistant Headteacher must be informed. If the complaint involves the Headteacher, the Chair of Governors will also be informed.

Consultation without delay with the LA DO (Philip Curtis) Tel: **01429 401844** will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context; the Head teacher or lead DSL must attend this meeting which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure. <http://www.teescpp.org.uk>

Training and Support

All staff members will be made aware of systems within St Hild's Church of England School which support safeguarding and these will be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: St Hild's Church of England School's Safeguarding Children and Child Protection Policy and electronically using CPOMS.

All staff members also receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body in consultation with Senior Leaders will

decide the frequency and content of this CPD. In addition, all staff members should receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively, with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. St Hild's Church of England School recognises that the only purpose of confidentiality in this respect is to benefit the child. (See Tees Local Safeguarding Children Boards Procedures Website <http://www.teescpp.org.uk>).

Record Keeping

Well-kept records are essential to good safeguarding practice. St Hild's Church of England School is clear about the need to record any concerns on CPOMS, along with details of discussions held, decisions made and reasons for those decisions held about a child or children within its care. All staff will follow the schools information sharing and recording protocols to ensure record keeping is compliant.

Safeguarding recording within St Hild's Church of England School has been through a paper based system. However, as of December 2016, these records are held electronically through a secure management system of CPOMS and all staff using this will have received training in the recording expectations and retention. Following a child leaving our school we will continue to follow the appropriate transfer procedures and retention guidelines.

Attendance at Safeguarding Conferences

In the event of St Hild's Church of England School being invited to attend Child Protection Conferences, the DSL or, Deputy DSL will represent the School at Initial Child Protection Case Conference to provide information relevant to Child Protection Conference (Initial/Review). Thereafter, Year Leaders will attend meetings.

Supporting Children

St Hild's Church of England School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St Hild's Church of England School may be the only stable, secure and predictable element in the lives of some of the children in its care. The School, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Contact and Referral Team at Hartlepool Children's Services with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

St Hild's Church of England School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

Therefore St Hild's Church of England School will endeavour to support all of its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents/carers.
- A commitment to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

St Hild's Church of England School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

St Hild's Church of England School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues, children may also be vulnerable and in need of support and protection.

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

These include, for example:

Safer Recruitment policy

Inclusive of safer recruitment guidance and regulation, for example a **single central record** which demonstrates the pre-employment vetting checks (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed safeguarding across every aspect from vacancy to conditional appointments, induction and an ongoing culture of vigilance trained panel members ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, regulation 9: Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2018 and Working Together 2016 to Safeguard Children 2018.

This policy has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Supporting Documents;

This policy overview has been informed by the following legislation and national & local guidance:

Tees Wide Local Safeguarding Children Board Procedures (2012)

www.teescpp.org.uk.

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working Together to Safeguard Children DOH (2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf What to do if you are worried a child is being abused

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_are_worried_a_child_is_being_abused.pdf

Data Protection Act 2018

http://www.legislation.gov.uk/ukpga/2018/12/pdfs/ukpga_20180012_en.pdf Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en .pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)

Guidance on Information Sharing 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

This Policy overview will be reviewed annually or in light of any changes in legislation and/or guidance and then must be ratified by the governing body.

Appendix 1:

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools and colleges, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Categories of abuse:

Neglect:

The actual or likely persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant Impairment of the child's health or development, including non-organic failure to thrive.

Physical Injury:

Actual or likely deliberate physical injury to a child, or a wilful neglectful failure to prevent physical injury or suffering to a child.

Sexual Abuse:

Actual or likely sexual exploitation of a child. The involvement of children or adolescents in sexual activities which they do not truly comprehend, to which they are unable to give informed consent or that violate social taboos or family roles.

Emotional Abuse:

Actual or likely persistent or significant emotional ill treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of the child. All abuse involves some emotional ill-treatment. This is where it is the main or only form of abuse.

Appendix 2: Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on their website www.nspcc.org.uk Schools and colleges can also access broad government guidance via the GOV.UK website:

- Child Sexual Exploitation (CSE) – see also below
- Children missing from education – see also below
- Bullying including Cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth Violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation (see also below)
- Sexting
- Teenage relationship abuse
- Trafficking

Further information on Child Sexual Exploitation, Female Genital Mutilation and Preventing Radicalisation

Child Sexual Exploitation (CSE)

Involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse (including sexual exploitation) or neglect.

There is also a potential safeguarding concern regarding travelling to conflict zones, FGM and forced marriage.

Year Leaders and the School Attendance Officer (Mrs Huntington) will be made aware by the DSL of warning signs to look for. Planned absence from school for personal reasons must be requested in writing and subsequently sanctioned by the Headteacher or Year Leader as per the School's Attendance Policy. The Year Leader/School Attendance Officer must follow up any unplanned or unauthorised absence and report any concerns to the Assistant Headteacher.

The School will inform the local authority of any pupil who is going to be deleted from the admission register where they:

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

The local authority will be notified when the school is to delete a pupil from its register under the above circumstances, as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. At St Hild's the DSL will receive training on FGM and female HM/AHM/Matrons and Health Centre staff will be made aware of signs to look out for. **Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18 (either through disclosure by the victim or visual evidence), there will be a statutory duty upon that individual to report it to the police. In an emergency staff should contact the police on 999, in a non-emergency use the MASH on 0845 050 7666.** Those failing to report such cases will face disciplinary

sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

The School must pay 'due regard' (place an appropriate amount of weight on) the need to prevent people being drawn into terrorism. This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- The School will (separate to this policy) assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. A policy is in place for protecting children at risk of radicalisation. The School also has a policy on how to promote British Values as part of its Prevent strategy.
- The DSL will inform the Governing body of arrangements in place and ensure that the school's safeguarding arrangements take into account the policies and procedures of Hartlepool Safeguarding Children Board
- The DSL will undertake Prevent awareness training and provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Staff should treat Radicalisation as a safeguarding issue and report concerns to a DSL. In an emergency staff should contact the police on 999.

Channel

The DSL will inform teachers about the Channel programme and when it is appropriate to make a referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages

Appendix 3 Confidentiality (Pupil disclosures)

This appendix provides guidance for adults, within the St. Hild's Church of England School community, on confidentiality and has been developed in line with the QCA guidance on the teaching of controversial issues.

Pupils occasionally make personal disclosures, either during learning activities or to individual adults. Such disclosures may include:

- The use of drugs, either their own use of drugs or that of friends or their parents/siblings.
- The inappropriate engagement in sexual activity.
- Physical, emotional and/or sexual abuse.

All parties, staff, pupils and parents/carers should be aware of the rules around confidentiality and disclosure and that adults are unable to offer pupils or their parents/carers unconditional confidentiality. If information is received regarding behaviour that is likely to cause harm either to the young person or others, school staff must use the school's child protection procedures. Here, the child is passed to the Safeguarding Team. All staff are aware of the Safeguarding timetable. The school's designated child protection Staff are Mrs Gibson, Mrs Anderson (Admin Support), Mr Richardson, Year Leaders MrsTodd, and Mrs Huntington

Essential conditions for confidentiality:

There are three principles to be applied in assessing whether information given is to be treated as confidential (this will depend on how the information was given in the first instance), as below:

- The information must be confidential, i.e. once information is in the public domain and is generally accessible to others, it is no longer confidential. Thus, if a pupil discloses information within a learning activity the information would be regarded as being in the public domain.
- The information must not be useless or trivial; such information does not give rise to a confidential relationship.
- The information must be given in circumstances where the confidant must reasonably understand that what was said was confidential. (Children's Legal Centre 2001).

Adults should establish clear ground rules that cover issues such as the adults' and pupils' right to privacy and respect, highlighting that although most information can be kept confidential, some information may need to be passed on to others in the best interest of the pupil. If this does occur, the pupil(s) concerned should be informed that this has to happen including what will happen with that information and who will have access to it. Adults are not obliged to pass information to their parents/carers, however, based on the age, understanding and competence of the pupil, where the adult believes the pupil

is either morally or physically at risk or is in breach of the law, they must ensure that the pupil is aware of the risks and encourage them to seek support from parents/carers. The Children's Services First Contact and Support Hub may be contacted in the first instance and advice sought (see Safeguarding Policy).

It should be noted that if the preservation of a confidence:

1. enables criminal offences to be committed, or
2. results in serious harm to the student's health and welfare criminal proceedings could ensue. For example, in the case of illegal activity such as a drug/substance misuse, action should be taken in the best interests of the pupil.

Adults should be aware that if they fail to take action in a drug-related incident or allow drug use to continue on school premises, they could contravene the Misuse of Drugs Act 1971.

In determining the action to be taken following an incident, reference should be made to other school policies including (but not exclusively):

- Information Sharing DFE Guidance
- Complaints Policy
- Safer Recruitment Policy
- Attendance Policy
- Confidential Reporting Policy
- Radicalisation Policy

Where outside agencies and others provide support within PSHCE or any other part of the curriculum, they must be aware of and abide by this Policy. It should be noted that other professionals are bound by their own code of conduct, for example health professionals such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people (see "Best Practice Guidance for Doctors and other Health Professionals on the provision of advice and treatment to young people under sixteen on Contraception, Sexual and Reproductive Health" DOH 2004). Where the role of the external visitor involves the provision of advice and support directly to pupils, the boundaries and distinctions between the school policy and the work of the external visitor regarding confidentiality should be established and made clear to the pupils.

Safeguarding Children and Child Protection Policy
Linked to

- Information Sharing DFE Guidance**
- Complaints Policy**
- Safer Recruitment Policy**
- Attendance Policy**
- Confidential Reporting**
- Radicalisation Policy**
- Discipline and Student Behaviour Policy**
- Relationship and Sex Education Policy**
- Drugs Policy**
- Anti- Bullying Policy**
- Equality in Employment Policy**
- SEND Policy**
- E-Safety Policy**

Headteacher:	Next Review Date: Sept 19
Chair of Governors:	

Revision Date	Version	Status	Source Material/Bibliography
November 17	28.6	Approved at Full Governors 4 th December 17	
September 18	28.7	Approved at Full Governors 17.09.18	Keeping Children Safe 2018, Working Together to Safeguard Children 2018, Data Protection Act 2018