



Hurworth Primary School

Child Protection Policy

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by (name and designation)	Alison Maddison Head Teacher
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In all cases of actual or suspected abuse, the Designated Safeguarding Lead must be informed and the relevant Local Authority Child Protection Procedures followed – these are online procedures, which are regularly updated. Key staff should upload the relevant website to their desktop for instant access.

Darlington:

[Darlington Safeguarding Board - Multi-Agency Safeguarding Child Protection Procedures \(darlington-safeguarding-partnership.co.uk\)](https://www.darlington-safeguarding-partnership.co.uk/)

Academic Year 2022-2023

Designated Safeguarding Lead: Alison Maddison

Deputy Safeguarding Lead: Rebecca Lennon

Local Governing Body Safeguarding Lead: Kirsty Walker

Key Lingfield Education Trust Contacts

Lingfield Education Trust

Chief Executive Officer: Nick Blackburn 01325 254188

Chair of the Board of Trustees: Stuart Crowther

Nominated Director for Child Protection & Safeguarding: Stuart Crowther

Key Safeguarding Contacts

The LA Education Safeguarding Officer: Joanna Conway Tel: 01325 405848

Email joanna.conway@darlington.gov.uk

Children Initial Advice Team (Children's Front Door Team) professional line 01325 406252

E-mail: childrensfrontdoor@darlington.gov.uk

The CIAT is open during the following hours:

Monday – Thursday: 8.30am – 5pm

Friday: 8.30 am – 4.30 pm

If you need to get in touch out of office hours, contact Emergency Duty Team on 08702 402994

Children's First Response Team: 01325 742020

Police Non - emergency 101

Darlington Safeguarding Partnership

Amanda Hughill - Business Manager (01325 406450)

Chris Ashford - Multi Agency Trainer (01325 406453)

Marian Garland - Development Officer (01325 406451)

Prevent Key Contacts

Prevent Officers

Office - 0191 375 2234

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism

Anti - terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline 020 7340 7264

For education staff and governors to raise concerns relating to extremism directly and in confidence

CHANNEL Panel Chair Chris Bell DBC

Health School Nursing Service: 03000030013

CAMHS 01325 736350

Virtual Head for LAC Calvin Kipling 01325 405581

Safeguarding Partnership Amanda Hughill 01325 406450

Designated Officer at the Local Authority Marion Garland 01325 406459

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the

		intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools

NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Purpose and Aim

Hurworth Primary School's whole-school 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 school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Hurworth Primary School creates a safe space where children are supported, listened to and valued in what they choose to share, and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance: early and additional help is offered to prevent escalation, and where child protection concerns are identified, referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Hurworth Primary School to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our children's parents and visitors to share this commitment and understanding.

Introduction

Hurworth Primary School fully recognises the contribution it can make to keeping children safe and supporting the children in its care. There are four main elements to Hurworth Primary School's Child Protection Policy:

- 1. Prevention:** Positive school atmosphere, careful and vigilant teaching, pastoral care, support to children, 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, sexual violence and sexual harassment, exploitation, radicalisation and issues such as honour based abuse, 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, Mrs Alison Maddison, or Deputy Designated Safeguarding Lead or The Children's Initial Advice Team (01325 406222) directly IF NECESSARY. In certain specific cases such as female genital mutilation (mandatory reporting of FGM from October 2015), radicalisation or forced marriage there are named teams and individuals within the police who can be contacted.

- 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 children and school staff and to children who may be vulnerable due to their individual circumstances.

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff should be particularly alert to the potential need for early help for a child who:

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

- is persistently absent from education, including persistent absences for part of the school day.

(KCSIE 2022)

All staff have a responsibility to recognise child abuse, neglect and child-on-child abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2021. Where we have created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2020 Annex A, include

- Children in the court system
 - Children missing from education
 - Children with family members in prison
 - Child Criminal Exploitation (CCE)
 - Child Sexual Exploitation (CSE)
 - County Lines
 - Modern slavery and the National Referral Mechanism
 - Cybercrime
 - Domestic Abuse
 - Operation Encompass
 - National Domestic Abuse
 - Homelessness
 - So called 'honour based abuse' inclusive of female genital mutilation, forced marriage
 - Preventing Radicalisation
 - The Prevent Duty
 - Channel
 - Child-on-child Abuse
 - Sexual Violence and Sexual Harassment between children in schools and colleges
 - Sexual harassment
 - Upskirting
 - The response to a report of sexual violence or sexual harassment
- (KCSIE 2022)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY.

Mental Health

KCSIE 2022 emphasises the importance of considering mental health issues as part of safeguarding:

- Staff are well placed to identify behaviour that suggests children may be experiencing mental health problems or those at risk of developing them.
- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. **Extra-familial harm** takes a variety of forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Hurworth Primary School's whole workforce.

Framework and Legislation

No school operates 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 Darlington Safeguarding Partnership, the three safeguarding partners – local authority, clinical commissioning group and chief officer of police.

Hurworth Primary School is committed to keeping children safe and safeguarding all children in accordance with Darlington Safeguarding Partnership <http://www.darlington-safeguarding-partnership.co.uk/> advice and guidance.

Significant Harm is defined in The Children's Act 1989 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 Children's Initial Advice Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2022 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 schools, 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 maltreatment and abuse; including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation (CCE), child sexual exploitation (CSE), honour based abuse (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 Hurworth Primary School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they 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 Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Children's Initial Advice Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Hurworth Primary School's recording procedure (using CPOMS) and Darlington Borough Council's Information Sharing Protocol.

- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools 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 or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 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 they understand through online safety training the additional risks for children online and continue to promote the school's Online Safety Policy/acceptable use in the protection of all children. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy/acceptable use, the expectations of children regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Hurworth Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Procedure to implement if staff receive a disclosure

If a child discloses that he/she is the victim of abuse;

DO

- Listen carefully,
- Remain calm
- Take the allegation seriously
- Ensure child's safety
- Reassure the child, but avoid unnecessary physical contact
- Ask open questions: tell me, explain or describe
- Preserve any evidence
- Seek advice from DSL
- Record the disclosure and report the incident to the DSL
- Maintain confidentiality

It is your statutory duty to pass on any child protection concerns about a child, no matter how big or small you feel they are.

DO NOT

- Investigate - but seek information
- Ask leading questions.
- Influence the child or young person
- Medically examine the young person
- Accuse the perpetrator of abuse
- End the conversation abruptly
- Promise a child you won't tell anybody
- Discuss with parents as this may place the child at more danger (alleged abusers)

Report the matter immediately to the Designated Safeguarding Lead. If the DSL is not available in the school, make your report to the designated deputy.

Link to indicators of concern: <http://www.darlington-safeguarding-partnership.co.uk/>

Action to be taken by the DSL

The DSL will use the continuum of need threshold tool to assess the concerns and to decide if a multi-agency referral form should be completed for immediate child protection concerns.

Guidance from the Children's Front Door (CIAT) can be sought by the designated Safeguarding Lead contact number: 01325 406252, option 1. Out of hours Emergency Duty Team's contact number: 01642 524552

The DSL should check the CPOMS child protection record for other referrals and records of concerns regarding the child.

Initial contact by telephone to the Children's Front Door (CIAT).
childrensfrontdoor@darlington.gov.uk or by calling the direct line 01325 406252

The DSL should have child's details - name, date of birth, address and details of disclosure of concern.

The DSL will make a note of:

- The name of the person you make the referral to
- The date
- The time
- Advice given and action to be taken
- This will be logged on CPOMS as cause for concern

Children's Initial Advice Team will provide partner agencies a direct line to a team of experienced and trained social workers. The contact number for Professionals reporting a new Child Concern is 01325 406252

The Designated Safeguarding Lead

Hurworth Primary School has appointed, from our SLT, Mrs Alison Maddison (Headteacher) to be our Designated Safeguarding Lead (DSL). The DSL takes lead responsibility for child protection and wider safeguarding (including online safety). 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. The Designated Safeguarding Lead (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2022).

Role of the Designated Safeguarding Lead

At Hurworth Primary School we have appointed the following Deputy Designated Lead - Mrs Rebecca Lennon (Deputy Headteacher) who is trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Children's Initial Advice Team (01325 406252).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage referrals

- Refer cases of suspected abuse to the Children's Front Door.
- Support staff who make referrals to the Children's Front Door.
- Refer cases to the Channel programme where there is a radicalisation concern as required.

- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation or Female Genital Mutilation and Forced Marriage).

Work with others

- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations the CEO) and the Designated Officer, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- 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.
- Act as a point of contact with the three safeguarding partners (Darlington Safeguarding Partnership):
 - Director of Children/Adult Services, Darlington Borough Council,
 - Director of Nursing, Darlington Clinical Commission,
 - Detective Chief Superintendent Durham Constabulary.

Training

The Designated Safeguarding Lead and deputy undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated every two years. The DSL and Deputy DSL undertake Prevent awareness training. Training provides Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and with Darlington Safeguarding Children Partnership, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.

- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures, the school or college may put in place to protect them.
- Have a particular focus on children with social workers, understand these students' academic attainment and progress and maintain a high culture of high aspirations for this cohort.
- Ensure that staff are aware who these children are and share information about welfare, safeguarding and CP issues with teachers and leaders.
- Support teaching staff to identify challenge they may face when teaching children who have a social worker and the academic support and adjustments that could be made.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead will ensure the school's policies are known, understood and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Darlington Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible. This is transferred separately from the main pupil file and CPOMS where applicable, ensuring secure transit, and confirmation of receipt is obtained.
- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCos or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Generally speaking, the Designated Safeguarding Lead (or deputy) will be expected to be available in person. However, in exceptional circumstances availability via phone and or Zoom/Teams or other such mediums is acceptable
- The Designated Safeguarding Lead and school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition, the Designated Safeguarding Lead should:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies, particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we should consider the risks carefully, recognising the additional vulnerability of these groups. We should also consider our duties under the Equality

Act 2010/36 in relation to making reasonable adjustments, ensuring non-discrimination and fulfilling our Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/online bullying, inclusive of measures to prevent all forms of bullying among children, is in place.
- Inform LA of any pupil to be deleted from the 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 school's permission for a continuous period of 10 days or more.

Responsibilities of Hurworth Primary School's Governing Body/Proprietors/Management Committees/Directors Trust Board

Governing bodies has a senior board level lead to take leadership responsibility for their school's safeguarding arrangements.

At Hurworth Primary School, the senior lead Governor for safeguarding is Kirsty Walker.

The role of this individual is to:

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

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

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection.
- Ensure that in the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Designated Officer (DO), therefore ensuring effective whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body for safeguarding, Kirsty Walker, holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, children and visitors to their site follow their school/setting's acceptable use policy/online safety policy.
- Ensure that children are taught about safeguarding, keeping themselves safe (including online safety) through Relationships Education.
- Ensure that a Designated Teacher (Alison Maddison) is appointed to promote the educational achievement of looked after children (PEPS etc.), including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. Clear systems and processes are in place for identifying possible mental health problems.

Information for Parents

At Hurworth Primary School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote 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 Darlington Safeguarding Children Partnership arrangements and inform the Children's Initial Advice Team or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent 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 threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (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).

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

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

Working Together 2018 defines the categories of harm as:

Physical Abuse

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

Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Children's Initial Advice Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system (CPOMS). The Headteacher will be kept informed at all times.

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers the staff to protect and educate children, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes

and/or pornography, sharing other explicit images and online bullying; and

- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your children, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Staff should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

If you have a mental health concern

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are well placed to identify and be alert to behaviour that suggests children may be experiencing mental health problems or those at risk of developing one.
- All staff must have awareness of where children have suffered abuse, neglect, trauma, child adverse experiences that these can have an impact of a child's mental health, attendance, behaviour and education attainment.
- If staff have a mental health concern that is a safeguarding or child protection concerns they should follow usual procedures. If it is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

The Department for Education guidance on [mental health and behaviour in schools](#) can be referred to for more information.

Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local

authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Specific safeguarding issues

Child on child abuse

In line with KCSIE 2022, references to 'peer-on-peer abuse' have been changed to 'child-on-child' abuse.

For the purposes of this policy, **"child-on-child abuse"** is defined as abuse between children.

All staff will be aware that child-on-child abuse can occur between children of any age and gender, both inside and outside of school, as well as online. All staff will speak to the DSL if they have any concerns about child-on-child abuse and will be clear as to the school's policy and procedures, the role they have in preventing it and responding where they believe a child may be at risk from it. All staff will be made aware of the heightened vulnerability of children with SEND, who evidence suggests are more likely to be abused than their peers. All staff will be made aware of the heightened vulnerability of LGBTQ + children, who evidence suggests are more likely to be targeted by their peers. Children will be made aware how to raise concerns and how any reports will be handled. Children will also be reassured that they will be taken seriously, be supported, and kept safe.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying) and prejudice – based or discriminatory bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in a sexual act without consent
- Up-skirting
- Sharing nude and semi-nude images and or videos (also known as sexting) or youth produced sexual imagery
- Initiation / hazing type violence and rituals

Sexual violence and sexual harassment between children in schools

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT + children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual Violence and Sexual Harassment?

Sexual Violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and

messages, including, on social media; and sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should report the incident to the DSL and record the incident on CPOMS. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

The DSL will liaise with relevant agencies as required, including the Police and Children's Front Door (CIAT). If required a risk management plan / support plan will be put in place for the alleged victim and alleged suspect. These will be reviewed in line with guidance and advice from other agencies.

The DSL will implement procedures as outlined in Keeping Children Safe in Education 2022, section 5 guidance.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. School staff need to recognise the fact that this vulnerable group have additional barriers when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEND being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

- Staff should be aware of these vulnerabilities and have awareness when dealing with concerns with this vulnerable group

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputy) will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. The groomer may be female or male. They can be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Child sexual exploitation Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- In exchange for something the victim needs or wants, and/or
- For the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual

activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (e.g. Through others copying videos or images they have created and posted on social media)
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol

- Children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Criminal Exploitation

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working in cannabis factories

- Shoplifting or pickpocketing
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

Serious Violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's 'Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines' guidance.

Child criminal exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all

agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015, this is now a mandatory crime.

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.

FGM mandatory reporting duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out, unless the teacher has a good reason not to. They should also still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

Breast ironing

Traditional West African Practice involves the pounding of the developing breast of young girls with hot objects, most commonly stones, spoons and hammers. This practice is carried out by girls' mothers or female family members. This practice is carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

Prevent

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be seen as part of our wider safeguarding duties.

Radicalisation refers to the process by which a person comes to support terrorism and extremism leading to terrorism.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL making a referral to the Channel programme.

If you suspect that a child may be at risk of radicalisation, speak to the DSL / Prevent Single Point of Contact (SPOC) immediately.

Keeping children safe from these above risks is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks.

The Prevent Single Point of Contact (SPOC) will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for the school is Alison Maddison

The SPOC will liaise with Children's Front Door (CAP) and Prevent Team as required and complete Channel Panel referral as required.

Channel

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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

The Prevent Duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to

have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The statutory guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

The school has liaised with the local authority to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school has a risk assessment and action plan in place, staff are appropriately trained and there is appropriate monitoring and filtering software used and actioned by the DSL on receipt of breaches.

Cyber-crime

For the purpose of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and / or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers known as ‘hacking’
- Denial of Service attacks, known as ‘booting’
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence

All staff will be aware of the signs of cyber – crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring children to the National Crime Agency’s Cyber choices programme: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

Private Fostering A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a ‘grandparent,

brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The Headteacher / Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Children's Access Point, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to Children's Front Door (CAP), if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

Elective home education

If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker. Schools should be familiar with guidance for local authorities on elective home education (DfE, 2019).

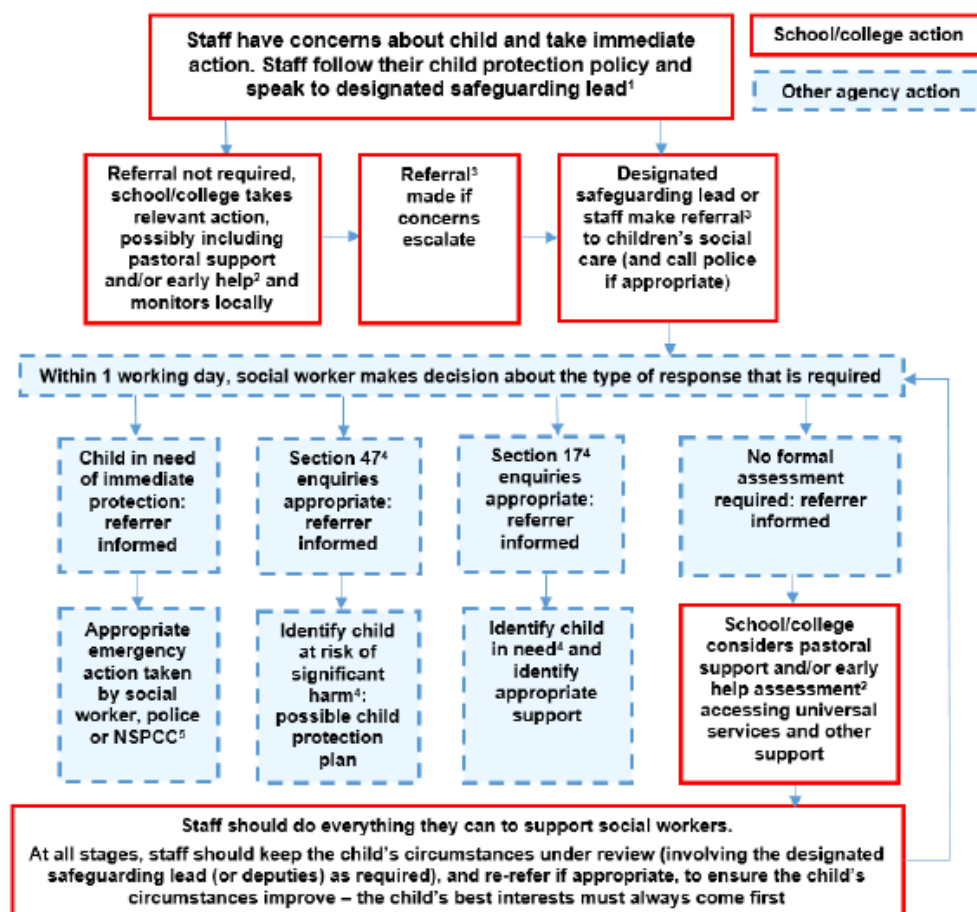
Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own), it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Actions where there are concerns about a child

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this 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 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/Confidential Reporting

Hurworth's Primary School's Whistle Blowing/Confidential Reporting 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 adult's behaviour.

Please also see the Trust's Whistle Blowing Policy. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, the whistle blowing procedure should be implemented other whistle blowing channels may be open to them:

The NSPCC Whistle Blowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (This line is available from 8:00 AM to 8:00 PM, Monday to Friday) and Email: help@nspcc.org.uk.

Management of a safeguarding concern or allegation about an adult

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the Headteacher; where there are concerns/allegations about the Headteacher, this should be referred to the chair of governors.

Consultation without delay with the Local Authority Designated Officer, Marian Garland 01325 406451, will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff 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. <https://www.darlington-safeguarding-partnership.co.uk/>

[Darlington Safeguarding Board - Managing Allegations \(darlington-safeguarding-partnership.co.uk\)](https://www.darlington-safeguarding-partnership.co.uk/)

Low level concerns regarding an adult

A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; does not meet the allegations threshold; or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child one-to-one in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

As part of their whole school approach to safeguarding, school staff will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately .

These concerns should be shared with the Head teacher / DSL to gather further information or investigate liaising with HR.

The LADO, Marian Garland, can be contacted to give advice on low level concerns.

Staff do not need to be able to determine in each case whether their concern is a low level concern, or if it is not serious enough to consider a referral to the LADO, or whether it meets the threshold of an allegation. Once staff believe they have a concern regarding an adult they should share /report this to the Head teacher / DSL

School will create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures will be shared with staff regularly.

Records of low-level concerns will be held and reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken

Training and Support

All staff members should be aware of the systems within their school which support safeguarding and these are explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct) / Safer Working Practice Document and the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body decides the frequency and content of this CPD. At Hurworth Primary School, our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff briefings or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy. Hurworth Primary School is part of the Local Authority Network, which delivers termly training and is available for support and advice.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Hurworth Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Darlington Safeguarding Partnership arrangements)

<http://www.darlington-safeguarding-partnership.co.uk/>

Record Keeping

Well-kept records are essential to good safeguarding practice. Hurworth Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

****Safeguarding** recording within Hurworth Primary School is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Hurworth Primary School we started electronic recording from 2015. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Hurworth Primary School being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputy), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

Mental Health and Wellbeing

At Hurworth Primary School, all staff are committed to making a difference to the lives and expectations of, 'all the children, all the time'. Our aim is to equip our children with the skills they need to fulfil their full potential as they develop into adults. We have a strong and distinctive sense of purpose, high quality planning and delivery, a collective ethos shared by all staff and a stubborn refusal to allow the socio-economic or diverse ethnic background of our children to become an obstacle to their success. This in turn, places our children and the staff's wellbeing at the heart of everything we do. (Refer to Mental Health and Wellbeing Policy).

Supporting Children

Hurworth Primary 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. Hurworth Primary 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 police and social care with regards to domestic violence incidents and offer wellbeing

checks to our children if we are contacted following an incident which has occurred in one of our children's homes.

Hurworth Primary School also recognises that children are capable of abusing each other. Child-on-child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No child-on-child 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 children 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. See Child-on-child Abuse Policy for detailed information.

Therefore, Hurworth Primary School will endeavour to support all its children 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 children 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 curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of Relationships and Sex Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime
- 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

- A commitment to develop productive, supportive relationships with parents 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

Hurworth Primary 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 may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEND are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND.

Children Missing in Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The attendance

officer will monitor pupil attendance and share concerns with the DSL and refer to the CME Officer at the Local Authority in line with local procedures if a child is missing for more than 5 days.

Supporting EAL Children

Some of our most vulnerable children are those with English as an additional language, particularly those who arrive at our school with little or no English. To support these children, if school has any concerns about language being a barrier to understanding a child or a family circumstances, school will provide an interpreter.

Hurworth Primary 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:

School Recruitment and Selection:

School Recruitment and Selection Policy - inclusive of safer recruitment guidance and regulation, for example the **Single Central Record** which demonstrates the pre-employment vetting checks for all staff (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 for management positions) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, 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 2020 and Working Together 2018. At Hurworth Primary School, as an academy, we share this commitment.

Trust's Human Resources manual or policies and procedures:

- **Staff Behaviour Policy** (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019 and Addendum April 2020. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with children aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy/Online Bullying Policy.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Special Education Needs Policy.**
- **Educational Visits Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or children being creatively educated.
- **Child-on-child Abuse Policy/Child on Child Abuse Policy**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.
- **Children with Medical Needs Policy** and implications for the workforce, children and partnership with parents.

- **Attendance Management Policy** school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Missing Children Policy** inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support children who have an accident and either wet, soil or menstruate and need assistance.
- **Unaccompanied Travel** to and from school procedure to ensure children safety.
- **Equality Policy**
- **Emergency Plan**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.
- **Relationship Education Policy (Primary)** inclusive of Health Education content.

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

Children Act 1989/2004

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

Darlington Safeguarding Children Partnership Arrangements

<http://www.darlingtonsafeguardingboards.co.uk/>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Education Act 2002 Section 175

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

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Statutory guidance on RSHE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Safeguarding Vulnerable Groups Act 2006

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

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

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

Darlington Safeguarding Children Partnership

<http://www.darlingtonsafeguardingboards.co.uk/>

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our school at any time that local solutions such as front door services in social care or the DO details change. This policy may also be amended following the annual review with staff where our school's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children in Need	Review-of-children-in-need/review-of-children-in-need	Gov.uk
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour based abuse' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice	Foreign

	guidelines	Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources
	Medical conditions: Supporting children at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Police	National Police Chief's Council guidance when to call the Police	NPCC
Private Fostering	Private fostering: local authorities	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy