



Greenfields

Community Primary School, Nursery & Pre-School



Safeguarding & Child Protection Policy

September 2021



Terms used in this document:

- **ALL** all staff, agency workers and volunteers (including Governors)
- **DSL** Designated Safeguarding Lead
- **Dp DSL(s)** Deputy Safeguarding Lead(s)

At Greenfields, we have a Safeguarding Policy and a Child Protection Policy.

Safeguarding Policy Statement

We define safeguarding as being broader than 'child protection'. Safeguarding in our school confirms what we do for all children, applies across the whole school and is linked to our overall culture, ethos and the principles we follow in school.

Safeguarding at Greenfields is child centred and ensures that at all times we work in the best interests of the child to ensure that school is a safe place for all of our children to be.

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.

We define children in our school as being children within the age ranges of 2 to 11 years; however we are aware that the term 'children' includes everyone under the age of 18.

We accept and expect ALL in school to understand that safeguarding is everyone's responsibility.

At Greenfields, we act in the best interest of all children and ensure we take all reasonable steps to prevent them from harm. Having appropriate safeguards in place not only protects and promotes the welfare of children, but also enhances the confidence of pupils, staff, volunteers and parents/carers. Therefore, safeguarding arrangements should be considered in conjunction with the procedures outlined in Reference Document B.

LEGISLATION

It is imperative that all Schools fully recognise the responsibility they have regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:

Section 175 of the Education Act 2002 states;

- a local education authority shall make arrangements for ensuring the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- schools and Further Education (FE) institutions should give effect to their duty to safeguarding and promote the welfare of their pupils

- the Governing Board of a maintained school¹ shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child² protection responsibilities clear and places an obligation on schools to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in **Working Together (2018)**³ as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care: and
- taking action to enable all children to have the best outcomes

In addition, **Keeping Children Safe in Education 2021**

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf) outlines:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. 3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

COVID-19:

The department issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed.

¹ Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school. The Education Act 2002 does not specifically refer to Academies; however this duty is equally placed onto Academies by subsequent updated legislation.

² Child means a person under the age of eighteen.

³ Working Together guidance 2018 referred to throughout this document as 'the current Working Together'



Child Protection Policy Statement

Our child protection policy demonstrates our commitment to safeguard children from harm. The essential inclusions within our child protection policy are outlined below:

Principles	<ul style="list-style-type: none">• The welfare of the child is paramount• We are clear on reference to principles, legislation and guidance that underpin the policy• We are clear that the policy applies to ALL working with or supporting children within our school and ALL are clear on their role and responsibilities• All concerns and allegations of abuse will be taken seriously by governors, staff and volunteers and responded to appropriately - this may require a referral to children's social care Front Door service, the Designated Officer for the Local Authority (referred to as the LADO), other agencies as appropriate• Arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice• Reference to all associated policies and procedures which promote children's safety and welfare e.g. with regards to: health and safety, anti-bullying, protection of children online.
Equality of Application	<ul style="list-style-type: none">• No child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs• All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
Up to Date	Our policy is reviewed, approved and endorsed by the Governing Board annually or when legislation changes
Recruitment	We operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of the current KCSE
Communication	Children and parents/carers are informed of the policy and procedures and a copy is placed on the school website. Paper copies are available from the school office for those who cannot access the school website online.



CHILD PROTECTION PROCEDURES & SYSTEMS

These are the procedures and systems which provide clear step-by-step guidance on what to do in different circumstances and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also in place to ensure implementation and compliance.

Our child protection procedures are linked to the local multi agency safeguarding arrangements.⁴

Our procedures and systems include:

Responsibility	A named senior designated safeguarding lead (and deputies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	A description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a governor, staff member or volunteer
Responsibilities are clearly understood	<ul style="list-style-type: none">● Relevant contact details for children's services, police, health, the Designated Officer for the Local Authority (referred to as the LADO), Child Exploitation Online Protection Centre (CEOP) for e-Safety concerns and NSPCC helplines are made available to ALL● A code of behaviour for governors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures● Safe recruitment⁵, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect contact with children● Systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is mandatory for all those who work directly with children, their families and/or carers● Requirements for governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of e-Safety, domestic violence⁶, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, serious violence and violent crime, race and racism ,extremism and peer on peer abuse including harmful sexualised behaviours⁷

⁴ In line with recommendations from the Wood review (2016) and Working Together (2018), a new statutory framework for multi-agency safeguarding arrangements will replace LSCBs from Sept 2019. Associated policies, procedures, audits and processes will be updated in due course.

⁵ In accordance with current KCSE part three

⁶ Including engagement with the Operation Encompass scheme between police, children's social care and schools

⁷ In accordance with current KCSE part five

	<ul style="list-style-type: none"> ● School staff understand their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training⁸ to raise awareness of the Prevent agenda⁹ and issues of extremism and radicalisation. ● Our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact, including those who are at increased risk of abuse due to either their age and/or dependence on adults including being part of the Operation Encompass scheme running in the local authority. Operation Encompass ensures that following any domestic abuse incident being reported to the police, the police will make contact with Children's Social Care Front Door service who will then communicate relevant and necessary information to our nominated school staff the next morning. This will ensure our school is made aware at the earliest possible opportunity and can subsequently provide support to our pupils in a way that means they feel safe and listened to.
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> ● A process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners. ● Guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.

⁸ Available through the North Tyneside e-learning [here](#) or [Home Office e-learning](#)

⁹ [Advice](#) on The Prevent Duty for schools

Child Protection Policy

INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
3. **SUPPORT TO PUPILS** who may have been harmed/abused.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children.

1. PREVENTION

The safety and well-being of all children is our highest priority. It is our responsibility to:

- know every child as an individual
- provide a secure and caring environment

. . . so that every child can:

- learn in safety
- develop his or her full potential, and
- feel positive about him/herself as an individual.

To achieve this, we recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

In school we will therefore:

Adults	Children
<ul style="list-style-type: none"> ● provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Code of Conduct/Behaviour Protocol, role of the Designated Safeguarding Lead (DSL) and any deputies ● provide induction training that is structured to ensure all new staff, agency workers and volunteers (including Governors) can attend appropriate child protection training as soon as reasonably possible after their appointment 	<ul style="list-style-type: none"> ● ensure children know that there are adults in school who they can approach if they are worried or in difficulty ● establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to ● encourage and reinforce essential skills for every child, such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children develop realistic attitudes to the responsibilities of adult life ● include activities and opportunities in the curriculum which equip children with the skills they need to stay safe from harm / abuse and know who to turn to for help

<ul style="list-style-type: none"> ● provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally ● ensure that all staff receive training endorsed locally on child protection at least every three years ● ensure that the DSL(s) and/or deputies attend Multi-Agency Training every two years ● in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, DSL meetings or taking time to read and digest safeguarding developments) at regular intervals and at least annually. ● we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates. 	<ul style="list-style-type: none"> ● ensure children are taught about safeguarding, including online¹⁰, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)¹¹ ● ensure that appropriate filters and monitoring systems are in place but that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
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2. CHILD PROTECTION PROCEDURES

In school we follow procedures in line with Local Multi-agency Safeguarding arrangements.¹² We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in school.

We will contact North Tyneside's Front Door Service (see the information attached at the end of this policy - contact details) as the first point of contact with Children's Social Care Front Door service for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASH (Multi Agency Safeguarding Hub) which has a multi-agency duty team who offer information, support and services including information about early help and will respond to concerns.

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher or DSL (or any deputies) or Designated Teacher for Looked After Children (LAC)¹³ disclosing any information about a pupil to other members of staff on a need to know basis only.

¹⁰ See DfE guidance on Teaching Online Safety in Schools [available here](#)

¹¹ The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) mandatory from September 2020.

¹² In line with recommendations from the Wood review (2016) and Working Together (2018), a new statutory framework for multi-agency safeguarding arrangements will replace LSCBs from Sept 2019. Associated policies, procedures, audits and processes will be updated.

¹³ In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

In school, we ensure that all staff are aware that any information a child discloses regarding harm/abuse of themselves or of another child must be shared as appropriate, and cannot be kept secret.

In addition to our overarching principles, which operate to ensure child protection is effective, we also have 5 areas of focus. We believe as a Governing Board that this ensures child protection procedures are easier to understand for ALL and better ensures we are operating our child protection procedures effectively. Each area of focus is of equal importance:

- Training & Awareness for All
- Identity, role & Responsibilities of the DSL & Deputy DSLs
- Safeguarding in Practice
- Working with Others
- Teaching & Learning and the Curriculum

Overarching Principles

In our school the Governing Board ensures that:

- we have a DSL for Child Protection who is part of the school's senior leadership team
- the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description and whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated
- the DSL and deputies will undertake appropriate multi agency training every two years
- we have four appropriately trained and experienced Deputy DSLs (Dp DSLs) in school and these arrangements are clearly communicated to staff, agency workers, volunteers and governors
- staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a child that they need to contact the DSL/Dp DSLs in school ¹⁴
- all staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/Dp DSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or a deputy DSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Management team and/or take advice from the Front Door service
- all staff, agency workers, volunteers, governors and other adults supporting/working in school are provided with an immediate induction relevant to their role in school, this induction will then increase as appropriate linked to their role in school and the expected duration of that role
- on induction, all staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements, code of conduct / behaviour policy for staff, the current KCSE (Part 1) and the whistle blowing policy. They will be supported and then expected to understand how these policies and guidance documents apply to their role in school

¹⁴ For service providers staff based in school we are clear that those staff are also clear on appropriate reporting protocols which have been issued to their staff and how this aligns into our school policy.

- all staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/Dp DSL, Children's Social Care Front Door service and the NSPCC Whistleblowing Helpline. This list will be reviewed regularly but at least annually by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A)
- all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors
- ensure all staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic updates to support a practical understanding of the guidance that school provides on safe working practices
- all staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school
- the DSL and Dp DSLs are issued with an appropriate job description/clarity for this role which incorporates Annex B of the current Keeping Children Safe in Education
- staff understand and recognise the importance of the role of the DSL/Dp DSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children
- the DSL/Dp DSLs take advice from Children's Social Care Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the [Local Threshold Guidelines](#)
- this policy is accessible to ALL; it is placed on the school's website and staff shared computer drive. Paper copies will also be available from the school office for colleagues to access who do not have day-to-day access to a school network/PC
- this policy and its associated guidance are reviewed by the Governing Board annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL
- the Governing Board receives a confidential annual report from the DSL and the Safeguarding Governor to provide updates of the practice that operates in school, including any changes linked to legislation/good practice and our schools own developments/feedback from staff and to provide assurance to the Governing Board that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete a Section 11¹⁵ audit to further evidence that safeguarding arrangements are effective
- parents have an understanding of the responsibility placed on school and staff for child protection, this is achieved in school as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website.

Training & Awareness for Everyone

¹⁵ Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children

The DSL for child protection in school will ensure all **relevant** persons (who in school, we define to include all staff, agency workers and volunteers, including Governors, who have contact with children):

- will know the name of the DSL/DP DSLs, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually, as appropriate
- all staff will be provided with basic child protection training (by the DSL or deputy DSL), immediately that they are appointed/placed in school and then attend locally endorsed child protection training for school based staff within a half term.
- all staff will receive locally endorsed child protection training for school based staff at least every three years
- the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children; any agency workers on placement with school at the time the training is delivered will also be included in the training
- ALL will also receive regular safeguarding and child protection updates (regularly and at least annually) from the DSL and the Dp DSLs which is in line with advice and changing practice – both nationally and locally¹⁶
- the DSL and Dp DSLs will attend Multi Agency Child Protection Training every 2 years
- the DSL/Dp DSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, briefings, network meetings etc via their appraisal/mentor process and in taking time to read and digest safeguarding developments
- opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols by providing general feedback following staff training events or specific feedback linked to individual children.
- ALL are provided with additional reference documents – included within our policy to ensure that they understand:
 - who to contact when they have a concern (attached as Reference Document A)
 - information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B)

As the current KCSE includes research linked to Serious Case Reviews¹⁷, we are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information, sharing information too slowly and a lack of challenge to those who appear not to be taking action. Our practice promotes early identification, intervention, reporting and support and we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the Dp DSLs who will ensure that information is appropriately recorded, reviewed and any necessary actions taken

¹⁶ For service providers' staff based in school, we are clear that those staff are also supported to understand how their employer's policy and practices align into our school policy and safeguarding culture.

¹⁷ An analysis of Serious Case Reviews can be found [here](#)

Role & Responsibilities of the DSL & Dp DSLs

The DSL is clear about her role and responsibilities for safeguarding and child protection, understands that she cannot delegate this responsibility and in carrying out this role she is clear about what they are responsible for, which ensures that all **relevant** persons in school are also clear about the role of the DSL and Dp DSLs

The DSL and the Dp DSLs will:

- ensure that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all school and college staff (Part ONE) September 2021 (and for those that work directly with children and school leaders, Annex A as appropriate) and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document
- ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way
- work with the Local Authority and other agencies to ensure that school fulfils its duties and responsibilities in relation to Safeguarding and Child Protection arrangements, including, but not limited to, completion of an annual return e.g. including a Section 11 audit.
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at meetings
- ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded.
- ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations
- work closely with the Safeguarding Governor to ensure that they are clear about their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit

Safeguarding in Practice

The DSL will ensure all **relevant** persons:

- know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/Dp DSL in school and understand their personal responsibility with regards to safeguarding and child protection matters in school
- understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the [Local Threshold Guidelines](#) to prevent concerns escalating
- ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality, whilst at the same time liaising with the DSL, the Dp DSLs another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may not be in the best interests of the child.

- for teaching staff - the DSL and Dp DSLs will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as a teaching professional including the Female Genital Mutilation (FGM) mandatory reporting duty¹⁸
- know that if a child's situation does not appear to be improving the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy
- understand the need to be vigilant in identifying cases of harm/abuse and are able to **immediately** report concerns when they arise
- know that information a child discloses regarding harm/abuse of themselves or another child must be shared as appropriate, and cannot be kept secret.
- ensure confidentiality protocols are adhered to and information is shared appropriately
- know how to support and to respond to a child who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance

RECEIVE

- React calmly; be aware of your non verbal messages.
- If you don't understand the child's communication method, reassure the child, and find someone who can.
- Don't interrogate the child, observe and listen, use active listening techniques.
- Don't stop a child who is freely recalling significant events.
- Keep responses short, simple, slow, quiet and gentle.
- Don't end the conversation abruptly.

REASSURE

- Tell the child they are not to blame; and have done the right thing by telling you.
- Tell the child what will happen next; be honest about what you can and can't do.
- Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'.

REACT

- Explain what you have to do next and whom you have to tell.
- Inform the Designated Safeguarding Lead (DSL) or deputy DSL immediately.
- understands that the Headteacher as DSL or the Dp DSL in school will disclose any information about a pupil to other members of staff on a need to know basis only
- recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and know that those concerns will be:
 - addressed
 - managed sensitively and effectively
 - dealt with in a timely manner
 - dealt with in accordance with agreed policies, including Whistleblowing Policy.

¹⁸ 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

- understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc.) they must refer the matter to the Headteacher (whose contact details are noted at the end of this document). Where the concerns are about the Headteacher, they should refer the matter to the Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSE and as noted to all adults in school as part of induction and training protocols
- ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer abuse and how such allegations are managed.

Our school peer on peer abuse policy in school reflects the different forms peer on peer abuse can take, is clear that this is abuse and will not be tolerated. The policy also notes how victims of peer on peer abuse will be supported in school and considers the issues as outlined in Part 5 of the current KCSE regarding child on child sexual violence and sexual harassment.

Working with Others

The DSL for child protection in school will co-ordinate and lead on the following:

- undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child at risk of further significant harm
- contacting the Children's Social Care Front Door service for information, advice, guidance (including the early help pathway) or to make a referral where there are concerns about a child being harmed
- ensuring that all **relevant** persons who have contact with children know what to do if they have any concerns about a child, including referring the matter to the DSL or the Dp DSL
- ensuring that any staff member is aware that they can make a referral to Children's Social Care Front Door Service should circumstances require this
- reporting an unexplained school absence to the child's Social Worker or Children's Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place
- ensuring that the school have in place a Designated Teacher for looked-after and previously looked-after children and that their contact details are noted in the information attached at the end of this policy
- work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child's personal education plan
- recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges. The child protection procedures and practices which operate in school reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children
- operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related as set out in Annex E of the current KCSE



Teaching, Learning and the Curriculum

The DSL will be required to ensure that:

- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)¹⁹
- that as we increasingly work online we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place
- the appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- in accordance with Annex D of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology²⁰ and have established mechanisms to identify, intervene and escalate any incident where appropriate
- staff have an awareness of risk taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting which is also known as youth produced sexual imagery²¹
- staff have an awareness that issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender issues and gender based violence/sexual assaults, physical violence and abuse and sexting/youth produced sexual imagery (the act of sending sexually explicit photos, ‘upskirting’²², messages, voicemails, IMs, videos, etc either via phone, computer, webcam or other devices)
- staff are clear as to the school policy and procedures for managing child on child abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE

¹⁹ The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) mandatory from September 2020

²⁰ See DfE guidance on Teaching Online Safety in Schools [available here](#)

²¹ Guidance is available in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#).

²² Further information on upskirting can be [found here](#)

3. SUPPORTING OUR PUPILS

In school we recognise that children, who are harmed, abused or witness violence/abuse may find it difficult to develop a sense of self worth, they may feel helplessness, humiliation and some sense of self-blame.

School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

In school, we will endeavour to support children through:

- the content of the curriculum to encourage self esteem and self motivation
- the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued
- the school's behaviour policy which is aimed at supporting vulnerable pupils in school
- ensuring all staff are aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self worth
- endeavouring to ensure that the pupil fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers
- liaison with other agencies as appropriate which support the pupil.
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so
- recognition that children living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection
- vigilantly monitoring children's welfare, keeping records (separate to child's school record and in accordance with the school's record management practices) and notifying relevant services as soon as there is a recurrence of a concern
- ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with the current KCSE – this will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained

Special Educational Needs (SEN) and Disability

We recognise that statistically children with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as:

- assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration
- being more prone to peer group isolation than other children
- that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

In school, we will:

- operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current KCSE for all staff, agency workers and volunteers (including Governors) before individuals are appointed or placed into school
- ensure that at least one member of the Governing Board and the Headteacher is trained in Safe Recruitment Practices
- ensure that all Governors in maintained schools have in place an enhanced DBS certificate without barred list check unless they are also in regulated activity
- ensure that all staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment
- ensure that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents including having access to the school's staff behaviour policy / code of conduct, which is the Safer Consortium's '[Safer Working Practices for Adults who work with Children and Young People](#)'
- ensure that staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)
- ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable

Allegations Management:

- implement Part 4 of the current KCSE (*Allegations of abuse made against teachers and other staff*) and all other relevant Safeguarding and Child Protection policies.
- in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details

**Reference Document A:****Greenfields Community Primary School****Contact Details for Safeguarding & Child Protection at Greenfields ~ Sept 2019**

(*these details will be reviewed at the end of each term to ensure that they remain relevant)

Designation/Role	Contact Details	
Headteacher	Name: E-mail: Telephone:	Gemma Robertson g.robertson@greenfieldsprimary.org.uk 0191 643 2801
Chair of Governors	Name: E-mail: Telephone:	John Ord j.ord@greenfieldsprimary.org.uk 0191 643 2801
Designated Safeguarding Lead (DSL)	Name: Email: Telephone:	Gemma Robertson g.robertson@greenfieldsprimary.org.uk 0191 643 2801
Deputy Designated Safeguarding Leads (Dp DSLs)	Name: Email: Name: Email: Telephone:	Karen Cockman (Assistant Headteacher) k.cockman@greenfieldsprimary.org.uk Ashley Wilson a.wilson@greenfieldsprimary.org.uk 0191 643 2801
Designated Teacher for Looked After Children	Name: Email: Telephone:	Gemma Robertson g.robertson@greenfieldsprimary.org.uk 0191 643 2801
Designated Safeguarding Governor	Name: E-mail:	Pauline Pearson p.pearson@greenfieldsprimary.org.uk 0191 643 2801
SENCo – responsible for children with Special Needs and / or Disabilities	Name: Email: Telephone:	Gemma Robertson g.robertson@greenfieldsprimary.org.uk 0191 643 2801
Designated Officer Local Authority (LADO)	Contact:	On duty LADO Contactable through the Front Door Service: 0345 2000 109
Front Door Access to multi-agency Safeguarding Hub (MASH)	Telephone(s):	0345 2000 109 Out of Hours 0191 200 6800
Adult Social Care Team	Telephone:	0191 643 2777
Police	Telephone(s):	Emergency: 999 Non-emergency: 101
Prevent Duty	Telephone:	Dedicated DFE Prevent Line: 020 7340 7264
NSPCC National Whistle Blowing Line:	Telephone: Email:	0800 028 0285 help@nspcc.org.uk
Integrated Locality Team (North West)	Name: Telephone:	North West Team based at Shiremoor Children's Centre 0191 643 2110



Reference Document B

Links to other procedures in School

This policy does link to other school procedures and therefore must be read in conjunction with other related policies in school. This includes, but is not limited to the following:

- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Allegation management
- Behaviour policy
- Children Missing Education policy
- Complaints
- Confidentiality, data protection and information sharing
- E-safety, use of the internet, photography and mobile phones
- Early Help/Early Intervention and Prevention
- Educational Visits
- Exclusions
- First aid
- Health & Safety
- Induction procedures
- Intimate Care policy
- Lettings & School Security
- Looked After and previously Looked After Children policy
- Managing Medicines policy
- Online and e-safety
- Child on child abuse including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children Safe in Education
- Physical intervention & use of reasonable force
- Promoting equality & diversity
- Preventing radicalisation and extremism
- PSHE policy, including Relationship and Sex Education policy (RSE)
- Pupil Premium Policy
- Recruitment and Selection
- School trips and visits
- Special Educational Needs and Disability (SEND)
- Staff behaviour policy (code of conduct)
- Visitors, agency workers and volunteers (including Governors)
- Whistle blowing



Vulnerable children

Greenfields Community Primary School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this is currently Gemma Robertson, Acting Headteacher.

In circumstances where a parent is hesitant about or does not want to bring their child to school, and their child is considered vulnerable, the social worker and Greenfields will explore the reasons for this directly with the parent and support the family in getting the child(ren) to school.

Where parents are concerned about the risk of the child contracting COVID19, staff at Greenfields or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Greenfields Community Primary School will encourage all pupils to attend a school.

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report on a 'record of concern' form, passing this to a Safeguarding Lead, who will then take the appropriate steps, which may include a referral to social care and will involve a conversation with parents/carers and information uploaded onto.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher. If the concern is about the headteacher, the concern needs to be reported to the Chair of Governors. For any concerns about members of staff, the Whistleblowing Policy should be referred to.

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2021). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Greenfields Community Primary School, they will continue to be provided with a safeguarding induction.



Safer recruitment/volunteers and movement of staff

When recruiting new staff, Greenfields Community Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021).

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. [1]

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID-19)

Greenfields Community P[imary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact that has been made.

The communication plans can include remote contact, phone contact, door-step visits. Greenfields and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

Greenfields recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.



Supporting children in school

Greenfields Community Primary School is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish.

We will ensure that appropriate support is offered to all students with respect to their mental health.

Elective Home Education (EHE)

Greenfields Community Primary School will encourage parents to send their children to school, particularly those who are vulnerable. Where an application is made, we will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. Where we feel that there is additional cause for concern the designated safeguarding lead will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as the school becomes aware of a parent's intention, or decision, to home educate.

If this option is granted, as a school we will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.

If a parent wants to admit their child to Greenfields Community Primary School, we will follow our normal processes for in-year admissions applications.

Contingency planning

Greenfields will ensure that for individuals or groups of self-isolating pupils and pupils who are shielding, we follow government guidance related to coronavirus (COVID-19), remote education plans.

As a school, we will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to the contingency framework, which has been updated and outlines how schools should operate in the event of any restrictions.