
FIRTHMOOR PRIMARY SCHOOL



Safeguarding and Child Protection Policy

Designated Persons in School:

Mrs Ann Dixon – Headteacher (DSL)
Miss Victoria Johnson – Deputy Headteacher
Mrs Dawn Kilpatrick – Inclusion officer
(Deputy DSL)

Designated Governors

Mrs Pat Irving

Allegations against staff

Designated officer at the local authority

Amanda Hugill (LADO)
Tel: 01325 406450
Martin Harland
Tel: 01325 406451

Policy review date: July 2018

This policy should be considered alongside other related policies within school

Other related policies are:

Safer Recruitment
Behaviour
Attendance
Anti-Bullying
Code of Conduct
Protecting Children from Extremism and Radicalisation Policy
Administering Medication in Schools
Online Safety and E Safety
Physical Intervention
Health and Safety
PSHE
Special Needs and SEND
Equality and Diversity Policy
Complaints Procedure
Allegations against Staff
Mobile phone and portable device policy

Safeguarding Legislation and Guidance

This policy has been devised in accordance with the following statutory legislation and guidance, S 27 Children Act 1989, S175 of the 2002 Education Act, section 29 Counter terrorism and Security Act 2015 and the guidance contained in Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2015”, as well as procedures produced by Darlington Safeguarding Children Board.

Introduction

This is a whole school Safeguarding and Child Protection policy which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues.

Firthmoor Primary School is committed to the development of good practice and sound procedures. To ensure that Safeguarding and Child Protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

Our school fully recognises its responsibility to safeguard and protect children from any form of abuse, neglect or bullying. There are three main elements to our Safeguarding and Child Protection policy.

- **Prevention** (eg positive school atmosphere, teaching and pastoral support to pupils).
- **Protection** (by following agreed procedures and policies, ensuring staff are trained and supported to respond quickly, appropriately and sensitively to any safeguarding or child protection concerns).
- **Support** (for pupils and school staff and to children who may have been abused or are cause for concern).

This policy applies to all pupils, staff, governors, volunteers, students and visitors to Firthmoor Primary School.

School Commitment

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore:

- Establish a designated member of staff who will undertake regular and appropriate training (Headteacher)
- Ensure we practise safer recruitment practices in checking the suitability of staff and volunteers to work with children.
- Develop and implement procedures for identifying and reporting child protection issues
- Include in the curriculum e-safety training. This particularly includes the exclusion of mobile phones/personal devices/cameras during school hours and in particular the Early Years Foundation Stage. All staff must leave personal mobile phones/devices in a locked cupboard and only used in designated staff areas.
- Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to and ensure that a child is fully supported during any cases or suspected cases of abuse.
- Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities which help pupils develop the skills they need to stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Framework

Schools do not operate in isolation. Safeguarding and Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice is the responsibility of the Academy and in conjunction with Darlington Safeguarding Children's Board (DSCB)

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people who have specific responsibilities under the Safeguarding and Child Protection procedures.

The names of those carrying these responsibilities for the current year are:

Designated Persons in School: Mrs Ann Dixon – Headteacher (DSL)
Miss Victoria Johnson – Deputy Headteacher
Mrs Dawn Kilpatrick – Inclusion officer
(Deputy DSL)

Designated Governors Mrs Pat Irving

Designated officer at the local authority: Amanda Hugill (LADO), Tel: 01325 406450
Martin Harland, Tel: 01325 406451

LSCB managing allegations procedure: <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

It is the role of the senior designated person to ensure that Safeguarding and Child Protection procedures are fully implemented and followed by all staff within the school. It is their responsibility to:

- Make relevant referrals to the named agencies according to the guidance given.
- Ensure they attend appropriate training every 2 years
- Notify Darlington Children's Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep electronic / written records of concerns about children, even where there is no need to refer the matter immediately.
- If a child leaves or moves school, transfer their child protection file as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure volunteers are appropriately supervised
- Develop a training strategy that ensures all staff, including site staff and the Headteacher, receives information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the relevant authorities, including the Disclosure and Barring Service.

Additionally, it is their role to ensure all staff employed within the school are aware of the school's internal procedures, to offer advice to staff and to ensure that the relevant training and support is in place.

The Deputy Headteacher will be appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead and with the support of the deputy DSL, the Deputy Headteacher will assume all of the functions above

It is the role and responsibility of the Governors to ensure that the school has an effective policy, that Safeguarding and Child Protection procedures are complied with, and to support the school in this aspect.

It is important that Governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

Governors' responsibilities:

- Create a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Comply with their duties under legislation - including the Prevent Duty 2015.
- Contribute to interagency working and plans.
- Have a nominated governor who liaises with the Deputy Headteacher (with the support of the Deputy DSL) in the event of an allegation being made against the Headteacher.
- Have an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoint a DSL who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit.
- Have procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Headteacher and allegations against other children.
- Ensure suitable safer recruitment training for governors on the recruitment panel / committee
- Ensure statutory checks on employee's suitability to work with children is carried out and recorded.

The Local Safeguarding Children's Board (DSCB) provides advice, support and training to the school and to the senior designated person for Safeguarding and Child Protection. Updated procedures, support and information can be found using the following link:

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

Procedures

We will follow the procedures set out in the advice and documents produced by Darlington Safeguarding Children Board and additionally the Education Guidance regarding Child Protection and Keeping Children Safe in Education.

- Staff are kept informed about Safeguarding and Child Protection procedures, through inductions, briefings and awareness training. Safeguarding is a regular agenda item at whole staff meetings. The school code of conduct and KCSIE information is given at induction and records kept that staff have read and understood these documents.
- Other adults in the school rarely work unsupervised. However, should there be a need for this (eg visiting peripatetic teachers) the Head teacher/designated senior person will ensure the appropriate checks have been carried out and that they are aware of the school's policy and the named person to whom they should raise concerns.
- This policy will be available to parents on the school website to inform them of our duties and responsibilities under the Safeguarding and Child Protection procedures. The policy will be reviewed and updated annually.
- The school follow Safer Recruitment Procedures that help deter, reject or identify people who might abuse children.
- The school will ensure that at least one member of an appointing panel has attended Safer Recruitment Training and that this training is up to date.
- The school will ensure that it maintains an up to date Single Central Record, which includes disqualification and sanctions checks, and that all staff, including supply, and regular volunteers are listed within this record. Records show checks made against the teacher prohibition order /section 28 direction checks and checks on those who live outside UK or worked outside the UK.
- If there is a risk of immediate serious harm to a child the Designated Officer or CPO will make an immediate referral to children's social care.
- Staff will be made aware that they can make their own referral to children's social care. **If it is felt that concerns for a child's welfare are not acted upon by the designated safeguarding lead you can contact:**
- NSPCC Whistleblowing Advice Line on 0808 800 5000 or report it online at help@nspcc.org.uk

Disqualification by Association

In October 2014, the Government issued supplementary guidance to 'Keeping Children Safe in Education' (2014). This guidance said that school staff are disqualified

from working in a school when they 'live or work in the same household as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves'. Staff are covered by the Act if they are employed and/or provide childcare for children under the age of 8.

The school will ensure that staff are aware of what information will be required of them, the relevant legislation, and how it will be used to make decisions about disqualification. It is the responsibility of the Headteacher to ensure that the relevant checks are carried out on all staff who fit these criteria through the use of a self-declaration form.

Training and Support

Our school will ensure that the senior designated person attends training relevant to their role in line with advice from the DSCB.

All staff will undertake awareness raising training under their induction into the school and periodically to refresh and update their knowledge and understanding of Safeguarding and Child Protection.

Yearly update for all staff and DSL's via training, staff meetings, briefings, emails, bulletins, evidence record maintained.

Support will be available for staff from the senior designated person in the first instance, and from other members of the school's management team where there are concerns or queries about Safeguarding and Child Protection.

The Headteacher, Deputy Headteacher and Deputy DSL will undertake level 3 training every 2 years. All other staff will receive refresher training every 2 years. A training record will be maintained to indicate when staff have been trained.

Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Safeguarding and Child Protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, as where there is a child protection concern this must be reported to the senior designated person and may require further investigations by appropriate authorities. Promising confidentiality would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety.

The senior designated person will invoke the local agreed guidelines and procedures, where there is a cause for concern.

Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff or other agencies in this way must be held confidentially to themselves. Staff will only share the minimum amount of information necessary, relevant, proportionate and accurate to achieve the objective.

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The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate)
- Seek advice. (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

Records and Monitoring

Accurate, well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

A record will be made of the concern raised and action taken. These records are kept electronically using our electronic system CPOMS. This is a software application system for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Access to this system is limited to a small number of staff, which includes the senior designated lead and is protected using individual passwords. Any reports or information in paper format are stored in a locked, confidential filing system, which is separate to other files.

Attendance at Safeguarding and Child Protection Conferences

The senior designated person or other relevant staff (Deputy DSL, Class teacher) will aim to attend any conferences or meetings when called in respect of a pupil. A report, which details relevant pupil information, is completed for conference.

Supporting Pupils at Risk

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation which includes teaching children about safeguarding, online safety and e-safety
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding and child protection situations.

Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increased risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children / privately fostered children
- affected by abuse – physical / sexual / emotional / drugs
- affected by mental health issues including self-harm and eating disorders.
- affected by domestic abuse
- neglected / living in chaotic and unsupportive home situations
- at risk of fabricated or Induced Illness
- at risk of gang and youth violence.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in child sexual exploitation (CSE), grooming or trafficking
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- vulnerable to extremism, radicalisation or faith abuse.
- asylum seekers
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage.

Children with Special Educational Needs (SEN) and Disabilities

Children with SEND can face additional safeguarding challenges. We recognise that additional barriers can exist 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 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

Missing Children

The school makes enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting pupils name from the register.

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation and forced marriage. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All pupils are placed on admission and attendance registers as required by law and we will inform the local authority of any child removed from our admission register via the local authority secure email system. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with Darlington procedures.

We notify the local authority when we are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the statutory guidance for Children Missing in Education.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When removing a pupil's name, notification to the local authority includes: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the grounds under which the pupil's name is to be removed from the admission register

We ensure that we will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A).

We notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made. When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

Extremism and Radicalisation

We will intervene where possible to prevent vulnerable children being radicalised. As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately. We will work with other partners including the Channel Panel. The DSL is appropriately trained and be able to offer advice, support and information to other staff. The DSL will act as SPOC (The Single Point of Contact for Prevent.) We will ensure that safe internet filters are in place and our pupils are educated in online safety.

Refer to the schools Protecting Children from Extremism policy for contact details and further support.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The school will 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.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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 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.**

Honour based' violence' (HBV)

Encompasses 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.

Forced marriage

Marriage 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. 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). some communities use religion and culture as a way to coerce a person into marriage

Breast ironing

Traditional West African Practice involves the pounding the developing breast of young girls with hot objects, most commonly stones, spoons and hammers.

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Practice carried out by girls mothers or female family members.

Practice carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

Peer on Peer abuse and ‘Sexting’

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways, such as sexting, bullying (including cyberbullying), exclusion, gender based violence and assault. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It is clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. All victims of peer on peer abuse or bullying are supported and staff are required to follow the reporting procedures within this policy.

Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting’. Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase ‘**youth produced sexual imagery**’ and uses this instead of ‘sexting.’ This is to ensure clarity about the issues this advice addresses. ‘Youth produced sexual imagery’ best describes the practice because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

**Extract from UK Council for Child Internet Safety. Guidance can be found on <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>*

What staff should do if they are worried about a child

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, or any of the above practices, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.

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The member of staff should discuss it with the school's designated safeguarding lead, following the procedures set out in the settings child protection. The staff member must report the matter to the Police and Social Care with support of the designated safeguarding lead.

School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

Promoting positive mental health

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. The school uses various strategies to support pupils who are experiencing high levels of psychological stress or who are at risk of developing mental health problems. Additional support may come from within the school or require the involvement of specialist staff or support services. Strategies and interventions to promote and support mental health include:

- PSHE Education throughout the curriculum
- Positive classroom management and small group work
- Counselling
- Speech and language therapy
- Child psychologist
- Working with parents
- Peer mentoring
- Working with CAMHS

Further DfE advice and guidance can be accessed using the following link:

[DfE Mental Health and Behaviour - Advice for Schools](#)

Safe School, Safe Staff

Pupils are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life. Our approach is designed to help pupils think about risks they may encounter and where

to find help and support to overcome them. Discussions about relationships and risk are empowering and promote sensible behaviour rather than fear or anxiety. Pupils are taught how to conduct themselves and how to behave in a responsible manner. Pupils are also reminded regularly about online safety (e-safety) and tackling bullying procedures including the legalities and consequences.

Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil. All staff should ensure the privacy and dignity of all pupils, especially during the routines of personal care of our pupils.

School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, the school will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

All staff are required to complete a disclosure and barring service (DBS) check prior to taking up appointment, and to sign a declaration regarding convictions, both themselves and by association, relating to the harm of children during their application process. Staff who deliberately seek to mislead the school in respect of this will be subject to dismissal.

New staff and governors will receive information about the schools safeguarding arrangements and procedures during their induction process. Supply staff and other visiting staff will be given information on the school Child Protection and Safeguarding Policy, along with current practice and procedures.

Abuse of Position of Trust - Sexual Offences Act 2003

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

In addition, staff should understand that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

- Staff member does not need to have a direct contact with a pupil.
- Applies to wider staff in school

Sexual Offences Act 2003

Communication with children (including the use of technology)

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Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow their school / setting's Acceptable Use policy ensure that their use of technologies could not bring their employer into disrepute

Visitors/ Site security

Visitors to the school are asked to sign in, in necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

- All visitors are expected to adhere to the schools' policy on use of photographs and images.
- All visitors to the school are requested to keep their mobile phones / mobile devices on silent.
- Bluetooth or similar functions should also be switched off at all times
- Visitors may only use personal device on the school premises with the permission of the headteacher

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Headteacher and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague or safeguarding practice

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Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school to the Headteacher. The school's confidential reporting procedure (**whistleblowing procedure**) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to Children's Access Point or the Police if they believe direct reporting is necessary to secure action. If an allegation is made directly to the police, the DSL must inform the Local Authority Designated Officer **within one working day**

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the LSCB Designated Officer **within one working day** if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to police or Designated Officer if they believe direct reporting is necessary to secure action

If an individual, including a volunteer, resigns or is removed from work involving children because of a safeguarding issue, the Academy must make a referral to the Disclosure and Barring service

LSCB procedure: <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

NSPCC Whistleblowing Advice Line on 0808 800 5000 or report it online at help@nspcc.org.uk

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2015)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Monitoring and review

This policy statement will be reviewed annually as part of the overall Safeguarding and Child Protection policy review

Appendix 1

Safeguarding and Child Protection Procedures - Taking Action

School staff have a vital role to play and must take all allegations seriously. Management and prevention of abuse should be introduced to children through the curriculum. All children should begin to develop skills and practices which will help to keep them safe. Issues concerning family life, sex and safety should be addressed in an appropriate way through topic work and children's questions. Issues can be integrated through PSHE.

The categories / definitions of child abuse are:

- Physical abuse
- Neglect and failure to thrive
- Emotional and psychological abuse and emotional deprivation
- Child sexual abuse

Children at risk

There are four ways that you may become suspicious or concerned that a child is being harmed, or alerted to the possibility that they are 'at risk'.

- By your own observations of signs and symptoms.
- Allegations or reports from another person.
- An allegation or 'cry for help' from a child.
- An admission or 'cry for help' from someone who says they are harming a child.

Any allegations made by a child must be taken seriously and reported

Alerting Factors

Some of the signs and symptoms of abuse staff should be aware of could be:

- Black eyes
- Mark/scratches around the ears
- Burn marks
- Finger tip bruising on arms
- Bite marks – child/adult
- Strap marks
- Finger tip bruising – top of legs
- Bruising – different colours
- Rope marks – wrists
- Bruising on the jaw – side of mouth
- Withdrawal from friends or usual activities
- Changes in behaviour — such as aggression, anger, hostility or hyperactivity — or changes in school performance
- Depression, anxiety or a sudden loss of self-confidence
- An apparent lack of supervision
- Frequent absences from school
- Reluctance to leave school activities, as if he or she doesn't want to go home
- Attempts at running away
- Rebellious or defiant behaviour

It is the responsibility of staff to report and record their concerns as soon as possible. We actively encourage staff to report any concerns about a child and promote discussion with DSL if in any doubt. It is not their responsibility to investigate or decide whether a child has been abused. Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

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- The senior designated lead is Mrs Dixon, Headteacher. Information must be given to designated lead or the Deputy DSL and not discussed with anyone else. REPORT any concerns to the DSL as soon as possible
- In an emergency, take the action necessary to help the child, for example, call 999
- RECORD any concerns, conversations, actions or events.
- Do not start your own investigation but gain relevant information
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues.
- Seek support for yourself if you are distressed.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must, and have a duty to, pass the information on. Staff are to be mindful of the point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils it is best practice for staff to:

- allow pupils to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as; whether it happens to siblings too, or what does the pupil's mother think about it.
- use questions such as; Tell me.... explain....describe ? Is there anything else?
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- tell the pupil what will happen next.

The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Access Point.

Records and Monitoring

Any concerns about a child must be recorded ASAP. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. An accurate record should be kept of injuries / marks on a child by drawing a figure and indicating type, position, colour and size of injuries / marks. It may be appropriate for the DSL to open a secure safeguarding file, this will help in building patterns and decision making. We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

- An accurate record can be kept of marks on a child by drawing a figure and indicating type, position, colour and size of marks.
- Staff should report any concerns to the DSL which will be formally recorded.
- If a child tells of abuse, staff must record exactly what the child said in the child's own words. It is vital that the precise words are recorded.
- If a child comes to tell staff about abuse and the child says "don't tell anyone" staff must respond by explaining that the child can still talk to them, but that they are not allowed to keep anything secret from the DSL. Do not ask leading questions. It is not the responsibility of the school to investigate suspected abuse. LISTEN REPORT RECORD INFORMATION

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- If the DSL is unsure about whether a case should be referred or has a general concern about a child's health and development, advice can be sought from Darlington Children's Access Point.
- Information volunteered by parents/carers/guardians should be formally recorded.
- Precise details of any referral should be recorded.
- A separate and secure filing system is in place for confidential records.

If it is felt that a child is in immediate danger or a child is likely to suffer significant harm, the designated safeguarding lead or deputy must:

- Inform Children's Services.
- Inform the Local Area Designated Officer in Children's Services
- All information passed to Darlington Children's Services/other agencies must be confirmed in writing as soon as possible.

All staff need to be clear about guidelines for restraining/touching children. Staff can only 'handle' (use reasonable force to restrain) children if:

- The member of staff is in danger of being assaulted by the child.
- The child is a danger to another child.
- The child is restrained to prevent an accident to another child.
- To prevent the child from hurting themselves.
- The child is causing significant damage to property.

Reasonable force depends upon:

- Size and age of child Build of the teacher.
- Sex/strength of teacher.

The safeguarding file

The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern, or an accumulation of welfare concerns. This file will be kept separately from the main pupil file and is only accessed by appropriately trained people. The school will keep written and electronic (CPOMS) records of concerns about children even where there is no need to refer the matter to external agencies immediately.

- Each child will have an individual file i.e. no family files.
- All incidents/episodes will be recorded e.g. phone calls to other agencies. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, whether a CAF should be undertaken, or whether a referral should be made to other agencies.
- In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.
- Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements.
- If the child moves to another school, the file will be securely sent or taken, to the DSL at the new establishment/school and a written receipt will be obtained.
- There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child.
- The school will retain a copy to evidence actions, in accordance with record retention guidance.

Referral to Children's Access Point

The DSL will either contact Children's Access Point for advice and guidance or complete a referral if it is believed that a pupil is suffering or is at risk of suffering significant harm or meet the child in need criteria. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. If the situation does not appear to be improving the school will press for reconsideration, if necessary. Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

Definitions of abuse and neglect (Working Together to Safeguard Children 2015)

Safeguarding

Safeguarding and promoting the welfare of children is defined 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 life chances

Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child: is anyone who has not reached their 18th birthday.

What is abuse A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).

Abuse may be committed by adult men or women and by other children and young people.

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.

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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, although it may occur alone.

Sexual abuse: 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 (including via the internet).

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Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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 abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. 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.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

Specific safeguarding issues

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.

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.

- (a) in exchange for something the victim needs or wants (can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection)

and/or

- (b) 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.

The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

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

School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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 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.

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

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The DSL is appropriately trained and be able to offer advice, support and information to other staff. We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. **Extremism** is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

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.

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.)

Link for guidance on signs and indicators of abuse

What to do if you're worried a child is being abused

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

Links to specific safeguarding issues

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

Child missing from education (CME)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Child missing from home or care

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271820/Flowchart_when_a_child_goes_missing_from_care.pdf

- child sexual exploitation (CSE) – see also Appendix 1 of the Safeguarding Children procedure <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence <https://www.gov.uk/domestic-violence-and-abuse>
- drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – see also Appendix 1 of the Safeguarding Children procedure <https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>
- forced marriage <https://www.gov.uk/forced-marriage>
- gangs and youth violence

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf

- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- mental health
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- radicalisation
<https://www.gov.uk/government/publications/channel-guidance>
- sexting
<http://ceop.police.uk/>
- teenage relationship abuse
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Appendix 2

Key Safeguarding Contacts

Social Care

Children's Access Point (CAP)

Telephone: 01325 406222

E-mail: childrensaccesspoint@darlington.gcsx.gov.uk

The Children's Access Point is open during the following hours:

Monday - Thursday: 8:30am - 5pm

Friday: 8:30am - 4:30pm

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

Multi Agency Safeguarding Hub (MASH)

Tel: 01325 742020

Police Non-emergency 101

Area Team -Early help

Kirstie Sutherland

Area 3, 0 – 19 Service Coordinator

Heathfield School (or Dodmire Childrens Centre)

The Broadway

Darlington

DL1 1EJ

Tel 01325 487069

kirstie.sutherland@darlington.gov.uk

Health

School Nurse: Irene Machin – 03000 030 013

CAMHS: The Mulberry Centre – 01325 736350

Education:

Education Safeguarding Officer/ CME Officer

Joanna Conway,

E-mail Joanna.Conway@darlington.gov.uk 01325 405848

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Virtual Head for LAC

Calvin Kiplin: 01325 406272

LSCB

Designated Officer at the Local Authority

- Amanda Hugill 01325 406450
- Marian Garland 01325 406451

Police Contacts:

Prevent Team (office hours) 0191 375 2234

Non-urgent enquiries 101, Emergency calls 999

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

Jo Benson, Head of Youth Offending Service

Contact details: 01325 406791