

Tang Hall Primary School



Safeguarding and Child Protection
Policies and Procedures

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Key Contacts

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Designated Safeguarding Lead	Designated Safeguarding Lead Rachel Hiley	Tel: 01904 555271 07534 437793 rhiley@tanghall.pmat.academy
Pastoral Support	Pastoral Support Lead Michelle Murray	Tel: 01904 555271 07500 952222 mmurray@tanghall.pmat.academy
Designated Safeguarding Governor	Chair of Governors Jacqueline Walsh	jawalsh@tanghall.pmat.academy
Local Authority Designated Officer:	City of York Council LADO	Tel: 01904 551783 lado@york.gov.uk
Local Authority Children's Social Care	City of York Council Children's Social Care MASH (Multi Agency Safeguarding Hub)	01904 551900 childrensfrontdoor@york.gov.uk Out of hours emergency duty team (EDT) 01609 780780 edt@northyorks.gov.uk
Local Authority Advice	Schools' Safeguarding Adviser Caroline Wood	01904 555694 caroline.wood@york.gov.uk

Safeguarding and Child Protection Policy References

This Policy is written with reference to Keeping Children Safe in Education September 2020 (KCSIE), Working Together to Safeguard Children 2018 (Working Together) and:

- What do if you're worried a child is being abused 2015;
- Prevent duty guidance 2015;
- Channel duty guidance 2015;
- Multi agency statutory guidance on FGM 2016;
- Information sharing advice for practitioners 2015;
- Disqualification under the Childcare Act 2006;
- The Children Act 1989; and
- Statutory Framework for EYFS.

Policy Aims

The purpose of this policy is:

- To provide protection for the children and young people who receive Tang Hall Primary School services, including the children of adult members or users.
- To ensure staff understand their responsibility to Safeguard and promote the welfare of children.
- To ensure staff understand the nature of Safeguarding, Child Protection and harm; and to ensure staff understand what indicators to look for.
- To provide staff with guidance and procedures they should follow if they are concerned about a child's welfare; or they suspect a child or young person may be experiencing, or may be at risk of harm.
- To provide staff with guidance and procedures they should follow if they have concerns about a member of staff.
- To provide members of the Tang Hall Primary School community with information about our commitment to Safeguarding and provide guidance if they have concerns either about a child in the setting, or about a member of staff.

A copy of the Safeguarding and Child Protection Policy and Procedures document will be given to all staff on induction, together with 'Keeping Children Safe in Education 2020 Part 1 & Part 5' and 'What to do if you're worried a child is being abused'.

This policy should be read and signed by all staff. For the purpose of this policy 'staff' refers not only to paid staff, but to all adults who regularly work in the school – in particular, this includes governors, placement students and regular volunteers, regardless of their role. For occasional volunteers and temporary staff, this information will be covered in induction.

All staff are responsible for their own actions and should work in accordance with this policy, the procedures included in it and the Staff Code of Conduct.

Safeguarding includes the implementation of a curriculum that promotes the welfare of children and a range of school policies and procedures that encompass children's safety and well-being, including:

- Attendance Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Safe Recruitment Policy
- Behaviour Policy
- Anti-Bullying Policy
- Pupil Premium
- SEND Policy
- Health and Safety Policy
- First Aid / Administration of Medicines Policy
- Equality Policy
- E-Safety & Acceptable use of technology
- Information Sharing Guidance
- Complaints Procedure
- Prevent Duty
- Children who go missing from Education (CME) Guidance

A copy of this policy is published on the Tang Hall Primary School website at <https://www.tanghallprimary.co.uk/> and copies are available on request.

This policy was reviewed by Rachel Hiley (Designated Safeguarding Lead) and approved by the Local Governing Committee of Tang Hall School Primary School in September 2020.

Last reviewed: September 2020
Next review by: September 2021

Commitment to Safeguarding

Tang Hall Primary School recognises that the welfare of the child is paramount (Children Act 1989) and that **we are all responsible for safeguarding** and promoting the welfare of children. **Everyone** who comes into contact with children and families has a role to play. Staff should consider, at all times, what is in the **best interests** of the child.

We will maintain an attitude of 'it could happen here'.

Keeping Children Safe In Education 2020 Paragraph 4 - Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

As well as implementing a range of additional policies and procedures that contribute to promoting children's safety and wellbeing, we expect staff to look out for any indicators of harm or signs of neglect and report any concerns regarding a child's welfare. It is essential that staff keep in mind that taking a positive attitude to reporting concerns creates a protective Safeguarding culture within the school. Information recording, as well as appropriate and timely information sharing are essential to Safeguarding.

Safeguarding includes the need to prevent those in our school community from being drawn into terrorism.

Safeguarding and promoting welfare includes Child Protection.

Child Protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

- 'Harm' is ill treatment or impairment of health or development (including seeing or hearing the ill treatment of others).
- 'Significant' harm is determined by comparing a child's development with what might reasonably be expected of a similar child.

Where there is a concern that a child is suffering, or is likely to suffer from harm, referrals will be made immediately by the DSL to Children's Social Care and enquiries may be made under Section 47 of the Children Act. These enquiries enable the Local Authority to decide what action they should take where there are concerns about maltreatment, all forms of abuse, neglect, FGM or other 'honour-based' violence, radicalisation or sexual exploitation. Children may also be referred for assessment under section 17 of the Children Act where they are 'a child in need'. A child is considered to be a 'child in need' where it is unlikely they will achieve or maintain a reasonable standard of health or development, or where their health and development is likely to be significantly or further impaired, without the provision of services; or if they are a disabled child.

All children, regardless of age, disability, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse, without exception. No child may be treated less favourably than others.

We recognise that some children may be more vulnerable because they have special education needs (SEN) or disabilities; are experiencing challenging family circumstances, are young carers; experience discrimination; have English as a second language; are at risk of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), forced marriage, so called 'Honour Based Violence (HBV); at risk of radicalisation; or are asylum seekers.

Children with SEN can face additional Safeguarding issues that include:

- abuse indicators being assumed as factors relating to the child's disability or needs;
- being more prone to isolation;
- being disproportionately impacted by bullying, without showing signs of this; and

- communication barriers.

We will work to support children who experience adverse and stressful childhood events (ACEs) through support and early help for families, Safeguarding activities through the curriculum, behaviour management and encouraging the development of resilience.

All concerns and allegations of abuse will be taken seriously and responded to appropriately. All concerns will be recorded.

We will recruit staff and volunteers safely, ensuring all necessary checks are made.

We remain committed to a culture of listening to children and taking account of their wishes and feelings.

Tang Hall Primary School works in partnership with children, young people and their parents and carers to promote children's welfare. In line with KCSIE and Working Together, we contribute to multi-agency working, including social care, the police, health services and other agencies to Safeguard children and promote their welfare.

COVID 19 Additional safeguarding measures:

All children will return to school from Wednesday 9th September 2020. A full risk assessment has been carried out and is available on request from the school's office: 01904 555271
See Appendix 7 for further details.

Roles and Responsibilities

Safeguarding Structure at Pathfinder Multi Academy Trust (MAT)

Tang Hall Primary School is a member of the Pathfinder Multi Academy Trust (MAT), The MAT Safeguarding Lead is Gaynor Stainsby.

The safeguarding arrangements within the MAT are:

The **MATs board's responsibilities** are to ensure that:

- Safeguarding and the promotion of the welfare of children within the MAT is at the forefront of all operational practice.
- All schools follow the MAT Safeguarding and Child Protection Statement
- All schools have and implement a school specific Safeguarding and Child Protection Policy that complies with legal legislation, best practice guidance and the MAT policy.
- All schools have a Designated Safeguarding Lead (and two Deputies, including in primary schools an EY Safeguarding Lead), who are fully equipped and trained to complete their role.
- All staff are fully trained to safeguard all students and to complete their roles.
- All schools are supported to safeguard all students in their schools.
- Directors are fully informed by the Executive Head of any material concerns about the operation of policy.
- Safeguarding is quality assured across the MAT to ensure all students are safe.
- Policies are updated annually or as required.

The **Executive Head** will:

- Ensure that the MAT Safeguarding and Child Protection Statement is implemented at individual school level
- Report to Directors on any material concerns about the operation of policy

The **MAT Trustee: safeguarding lead** will:

- Report annually to Directors on Safeguarding across the MAT.
- Quality assure Safeguarding across the MAT via:
- Review of each school's Annual Safeguarding Report
- Meetings with the MAT Safeguarding Lead
- Quality assure the MAT Safeguarding and Child Protection Statement

The **MAT's Safeguarding Lead** will:

- Update the MAT Safeguarding and Child Protection Statement as required. Advising each school of recommended changes they need to make to their own individual policies.
- Train and or facilitate training opportunities for individual school safeguarding leads (and/or deputies), safeguarding governors, ensuring they follow the MAT's and local schools safeguarding arrangements.
- Raise awareness of new documentation, new initiatives from outside agencies.
- Oversee the work of individual DSL's, encourage DSL teamwork and case review/reflection as well as quality assuring induction processes, signposting to the correct agency and creating the feel of a with 'MAT Safeguarding team'.
- Develop training for other MAT staff as requested by schools to be delivered in-house by safeguarding leads (ie cascading training rather than having to deliver it all)
- Liaise with the LADO to ensure that schools, trustees, governors are kept up to date with local and national updates/issues
- Quality assure Safeguarding in each school by:
 - Reviewing each schools:
 - Safeguarding Policy
 - Training records
 - Annual Governors Safeguarding report
 - Single Central Record
 - Completing an annual Safeguarding review including:
 - A Safeguarding audit
 - Current/recent cases of Safeguarding across the MAT
 - Safeguarding procedures within the school
 - Review of the use of CPOMs

Each school within the MAT will have:

- An individualised Safeguarding and Child Protection Policy that is built on the MAT's suggested Safeguarding and Child Protection Policy template
- A safeguarding governor (role explained below), who will report to their LGC once a year on Safeguarding in their school via the Annual Governors Safeguarding Report. They will:
 - Keep the MAT Trustee: Safeguarding Lead informed of Safeguarding in their schools via the Annual Safeguarding Report and of any concerns throughout the year.
 - Ensure that LGC governors receive the correct training.
- A DSL (and two deputies) who will:
 - Work with the safeguarding governor in promoting and overseeing safeguarding systems and procedures in school
 - Report annually to the LGC

- Provide annually copies of the schools:
 - Safeguarding Policy
 - Training records
 - Annual Governors Safeguarding report

The MAT will ensure that for its staff, including MAT central staff and Pathfinder Teaching School it will follow its own Safeguarding Policy which explains that the MAT will:

- Have clear, well communicated Safeguarding procedures that all staff follow.
- Keep its own Single Central Register
- Follow Safe Recruitment procedures
- Have a training program to ensure all staff are up to date on Safeguarding and are clear on their roles and procedures
- All staff will follow any local schools safeguarding procedures.

Safeguarding Structure at Tang Hall Primary School

The Lead DSL, Johanna Slack is linked to SLT and works directly with the Safeguarding Lead, Teacher and SENCo, Rachel Hiley, as well as with the Pastoral Support lead, Michelle Murray, on all safeguarding matters.

A safeguarding meeting is held every Thursday at 13.30.

Tang Hall Primary school recognises and accepts that teachers, along with other adults associated with the school, because of their unique position, are well placed to look out for and note any emotional, behavioural or physical indicators which may be suggestive of child abuse or raise concerns about their care. We recognise that the relationship between staff, pupils and parents which foster respect, confidence and trust can lead to the disclosure of abuse.

All Staff

All Staff have a role in Safeguarding and promoting the welfare of children.

All staff are responsible for providing a safe environment in which children can learn.

All staff must read and sign a receipt to confirm they understand this policy, which includes KSCIE Part 1 and Annexe A.

All staff must take part in regular Safeguarding and Child Protection training, at least annually. All staff must take part in required Safeguarding training related to current guidance on the Prevent duty and County Lines.

All staff should act immediately on any concerns they have about a child.

All staff should act immediately on any concerns they have about a member of staff.

All staff should report any concerns by speaking to the DSL and following the procedures outlined in this policy.

All staff should raise any concerns they have about practices in the school with the Senior Leadership Team (SLT) and be aware of the Whistleblowing Policy.

All staff should be able to identify the Designated Safeguarding Leads (DSLs) and be aware of their roles.

All staff should be aware of the process for making a direct referral to York City Council Children's Social Care (Front Door).

All staff who have concerns should maintain confidentiality by involving only those who need to be involved, such as the DSL, Children's Social Care and/or the LADO.

All staff should acknowledge that whilst reassuring a child who discloses abuse, they will need to speak confidentially to people who can help and they can never promise to keep secrets or 'not to tell'.

All staff should understand that Data Protection legislation (including GDPR) is not a barrier to sharing information where failure to do so would result in a child being placed at risk of harm; fears about sharing information must not be a barrier to raising concerns.

All staff should be aware of signs of neglect, indicators of abuse and the nature of 'significant harm'. Teaching staff must be aware of their mandatory duty to report known cases of FGM to the Police.

All staff should look out for the indicators of abuse and neglect.

All staff should be aware of Early Help and be prepared to identify those who may benefit.

All staff should be aware that peer on peer abuse is a Safeguarding issue. This may include bullying, physical abuse and sexual abuse.

All staff should be aware that behaviour linked to drug or alcohol abuse, truanting and sexting put children in danger.

All staff should be aware of their role in keeping children safe when accessing technology and that misuse of technology is a Safeguarding concern.

All staff should be aware of the signs that children may be involved in County Lines.

All staff should be aware of indicators that children are at risk from, or involved with violent crime.

All staff should have regard to the need to prevent children from being drawn into terrorism.

All staff should be aware of the systems, policies and procedures in place that support this Safeguarding Policy, particularly the Behaviour Policy and the Staff Code of Conduct.

Safeguarding Team

MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY



LEAD DESIGNATED SAFEGUARDING LEAD
MRS JOHANNA SLACK – HEADTEACHER
01904 555271
head@tanghall.pmat.academy

MONDAY
TUESDAY - AM
WEDNESDAY - AM
THURSDAY
FRIDAY



DESIGNATED TEACHER & SENCO
DESIGNATED SAFEGUARDING LEAD
RACHEL HILEY – 07534 437 793
rhiley@tanghall.pmat.academy

MONDAY
TUESDAY
WEDNESDAY
THURSDAY



PASTORAL SUPPORT LEAD
MICHELLE MURRAY – 07500 952 222
mmurray@tanghall.pmat.academy



SAFEGUARDING GOVERNOR
JAQUELINE WALSH
jawalsh@tanghall.pmat.academy

The Safeguarding Team has specific areas of responsibility and each Designated Safeguarding Lead (DSL) and Deputy (DDSL) is appropriately trained at the required level, with certification by a recognised body, updated at least every two years.

Additional training for DSLs takes place at regular intervals and at least annually, to fulfil their Safeguarding and Child Protection role.

The 'Lead' Whole School Designated Safeguarding Lead is the Head teacher (Johanna Slack).

The **Lead DSL** is responsible for:

- taking leadership responsibility for the organisation's Safeguarding arrangements and the implementation of this policy;
- ensuring that staff are competent to carry out their responsibilities for Safeguarding and promoting the welfare of children;
- creating an environment where staff feel able to raise concerns and feel supported in their Safeguarding role;
- acting as the Case Manager in the event that an allegation is made against a member of school staff or a volunteer;
- ensuring staff are given a mandatory induction which includes familiarisation with Child Protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;
- ensuring staff have regular reviews of their own practice to ensure they improve over time; and
- ensuring Designated Safeguarding Leads are given sufficient time, funding, supervision and support to fulfil their child welfare and Safeguarding responsibilities effectively.

While the Head teacher takes the lead role in ensuring Safeguarding arrangements across the school, the school has appointed an additional fully trained Designated Safeguarding Leads to be responsible for matters relating to Child Protection and Safeguarding.

As Lead DSL, the Head teacher may be required to fulfil the role of the Designated Safeguarding Lead if the DSL is unavailable.

The Designated Safeguarding Lead (DSL) role is fulfilled by Rachel Hiley for Tang Hall Primary. The Safeguarding role is further supported by the Pastoral Support Lead, Michelle Murray.

It is the responsibility of the Designated Safeguarding Lead to:

- support staff to become familiar with the Safeguarding and Child Protection Policy and Procedures;
- act as a source of Safeguarding advice within the school;
- be the first point of contact for any adult concerned about a child's wellbeing;
- support any member of staff involved in a Child Protection issue and offer advice;
- make contact with Social Services and make any necessary referrals;
- co-ordinate action within the school and liaise with Children's Social Care and other agencies over cases of abuse and suspected abuse;
- keep confidential and secure records of Child Protection issues relating to individual children in the school;
- provide necessary reports to Children's Social Care and other agencies, in line with information sharing guidance;
- decide who should attend Child Protection conferences when necessary;
- ensure that the Child Protection policy is effectively implemented.
- To be aware of any pupil who has a social worker
- To help promote educational outcomes, by sharing the information about the welfare, safeguarding and child protection issues with teachers and leadership staff
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC)
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.

In accordance with the Prevent duty Guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism (2015), the DSL is also responsible for:

- acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- coordinating Prevent duty procedures in the School;
- liaising with local Prevent coordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;
- undergoing WRAP (specialist Workshops to Raise Awareness of Prevent) or other appropriate training;
- maintaining an on-going Prevent training programme for staff.

The DSL (Rachel Hiley) is also the Designated Teacher for 'Looked After Children'. Looked After Children may have suffered abuse or neglect and have additional safeguarding needs due to their vulnerability. The Designated Teacher for Looked After Children takes lead responsibility for promoting their achievement and prioritising their individual needs

The Deputy DSL role is fulfilled by the headteacher (Johanna Slack).

If the Designated Safeguarding Lead (DSL) is not available or there is a concern about the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead will take over the DSL responsibilities.

As Lead DSL Johanna Slack is responsible for investigating any allegations made against staff. We recognize the possibility that adults working in the school may harm children. Including governors, volunteers, supply teachers and agency staff

The Local Governing Committee of Tang Hall Primary School

The Local Governing Committee is accountable for the policies and procedures Tang Hall Primary School (including EYFS) has in place. This includes ensuring that the Safeguarding and Child Protection policy and procedures are in line with government guidance and that the policy document is available publicly.

Governors understand that their role is not to deal with individual cases, nor do they have a right to know details of individual cases (other than when exercising their disciplinary functions in respect of allegations against a member of staff).

The Local Governing Committee will ensure that:

- The school has Safeguarding & Child Protection Policy and Procedures in place that are in accordance with Local Authority guidance and locally agreed interagency procedures.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has appropriate procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the Local Authority and locally agreed interagency procedures.
- The school has appropriate procedures for dealing with allegations of peer on peer abuse and there are procedures to minimize risk.
- A senior member of the School's Leadership Team (SLT) is designated to take lead responsibility for dealing with Child Protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies.
- In addition to basic Child Protection training, the designated person undertakes training in inter-agency working (that is provided by, or to standards agreed by, the LSCB or equivalent body) and refresher training at two yearly intervals to keep knowledge and skills up to date, with updates at least annually.
- The Head teacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for Child Protection effectively that is kept up to date by refresher training at three yearly intervals and updates at least annually. Temporary staff and volunteers who work with children are made aware of the school's arrangements for Child Protection and their responsibilities.
- They remedy without delay any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to their attention.
- A member of the Local Governing Committee is nominated to be responsible for liaising with the Local Authority and/or partner agencies as appropriate in the event of allegations of abuse being made against the Head teacher.
- The school reviews their policies and procedures in accordance with the timescales given in the current Department for Education guidance.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.

Inter-agency working

Tang Hall Primary School contributes to inter-agency working as part of its statutory duty.

The school is aware of and will follow the local safeguarding arrangements.

The school will work with CSCS, CYC MASH, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

A need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

All staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

Procedure for Concerns about a Child

IMMEDIATE DANGER

If a member of staff believes that a child is in immediate danger, a referral must be made to Children's Social Care (and the Police if appropriate) **immediately**. Staff can make a direct referral to York City Council Children's Social Care 'Front Door' if a Designated Safeguarding Lead (DSL) or their Deputy is not available.

If you make a **direct referral***, inform the DSL as soon as possible and record the events as you would with any other concern about a child.

Teaching staff are reminded of the mandatory duty (in force from 31 October 2015) to report known cases of Female Genital Mutilation (FGM) in under 18-year-olds to the Police. FGM is illegal in the UK and must be reported as a crime. Further information regarding FGM is included in Appendix 3.

All staff are reminded of the mandatory duty to follow guidance to prevent people from becoming drawn into terrorism (the 'Prevent' duty).

Concerns about a child

Each member of staff has an **individual responsibility** to report abuse.

Any staff member who receives a disclosure of harm from a child, or has a concern about a child should act on their concerns by reporting this to the Designated Safeguarding Lead, Rachel Hiley.

Any member of staff who has concerns about a child must make a written record (entered in CPOM's). It must be a clear, precise, factual account of the concern, observation or disclosure. Where possible, when reporting what has been said, use the actual words used. Staff who do not have access to CPOMS should record their concerns on the 'Record of Safeguarding Concern' form.

Staff are reminded that a positive attitude to reporting contributes to the Safeguarding culture of the school. We should question behaviour and not allow the fear of damaging relationships with parents or carers to get in the way of protecting children from abuse or neglect.

Any member of staff who receives a disclosure of harm, or suspects that a child is suffering, or is likely to suffer from harm, must report their concerns. This includes where a member of staff:

- **has suspicion that child is injured**, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play, or when the explanation given appears inconsistent with the injury;
- **notes behaviours or actions**, which give rise to suspicions that a child may have suffered abuse (this may include worrying drawings or play);
- is concerned that **a child may be suffering from lack of care**, ill treatment, or emotional maltreatment;
- has concerns that a child is presenting **signs or symptoms consistent with suspicion of child abuse or neglect** (types of abuse and neglect can be found in KCSIE 2020, part 1);
- is concerned that the child **may become or has become homeless**;
- is concerned a child is the **subject of Fabricated or Induced Illness** or is at risk from FII;
- notes **significant changes to child presentation** otherwise unexplained;
- **receives hints or a disclosure of abuse** from the child, another pupil, parent or member of the public becomes aware that a schedule 1 offender has moved into a household with children present or is in a situation where that person may pose a risk to children;
- **receives an allegation of abuse against another pupil**, where the alleged behaviour goes beyond the scope of the school's behaviour policy;
- is **concerned about County Lines** involvement;

- is concerned about children's **involvement in or association with violent, gang or organised crime**;
- is **concerned about extremism** or children and families being drawn into radicalisation or terrorism;
- **suspects that a child is at risk of FGM**, but it is not known whether FGM has been carried out.
- **All staff, especially the DSL and deputy DSL, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms)**

Staff have a duty to report directly to Children's Social Care if the DSL, the Deputy DSL and the Lead DSL are not available.

It is not the responsibility of the staff member to investigate or decide whether abuse has taken place.

Concerns regarding peer on peer abuse

All staff should be aware that pupils are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying and cyberbullying
- Causing physical harm and physical abuse
- Sexual violence or harassment
- Sexting
- Initiation or hazing rituals

Most incidents of children harming peers can be dealt with through the school anti-bullying and behaviour policies. However, staff should be alert to the possibility that harming a peer could be a sign that a child is being abused themselves. Peer abuse also becomes a Safeguarding concern where:

- there is an allegation of a criminal offence;
- violence is reported;
- there are allegations related to drugs or alcohol; or
- there are allegations of a sexual nature.

Where a member of staff believes that peer on peer abuse is a Safeguarding concern, this should be reported to the DSL in the same way as any other concern about a child and recorded in CPOMs. Where peer on peer abuse is reported to the DSL, the member of staff should not attempt to investigate further as the DSL will decide the next appropriate action.

Where peer on peer abuse relates to sexual violence and sexual harassment, we understand these reports are extremely complex to manage. The DSL will ensure that current guidance is followed.

The DSL may seek the involvement of other professionals such as CAMHS, as well as seeking advice from Children's Social Care. Where there is an allegation of a criminal offence the DSL may be required to make a Police report. All actions taken by the DSL will be recorded in CPOMs.

The DSL will inform parents of any reported peer on peer abuse, what actions are being taken and what support is being put in place, unless doing so would put a child at further risk of harm.

We will minimise the risk of peer on peer abuse at Tang Hall School by:

- having robust behaviour and anti-bullying policies in place;
- challenging inappropriate language or behaviour;
- being alert to and challenging sexualised behaviour;
- being aware of the potentially increased risk of peer on peer abuse against children with additional needs and vulnerabilities; and
- ensuring the school environment and curriculum promotes positive attitudes and respect.

Responding to a disclosure

- Listen to what is being said without displaying shock or disbelief.
- Make sure that conversations take place somewhere private and where the child feels comfortable.
- Be sensitive and empathic.
- Accept what is being said.
- Allow the child to talk freely at their own pace.
- Reassure the child that you will take action to keep them safe, but do not make promises about confidentiality or to 'keep a secret'.
- Explain what will happen next and who has to be told.
- Reassure the child that what has happened is not their fault.
- Ensure that the child does not have the impression they are creating a problem by making a disclosure.
- Victims of sexual violence or sexual harassment should never be made to feel ashamed.
- Stress that it was the right thing to tell.
- Keep questions to a minimum, only asking these to clarify or help a child who is finding it difficult to talk. Keep any questions 'open' e.g. "can you tell me what happened" rather than "did x hurt you".
- Do not criticise the alleged perpetrator.
- Make a written record, accurately representing the child's words (use their actual words where possible).
- Pass to the Designated Safeguarding Lead who will also decide whether it is appropriate to speak with the parent/carer.

In the absence of the DSL or deputy it may be necessary for staff to make a referral to Children's Social Care themselves. Where there is immediate risk or the child has made a clear disclosure, referral must be made immediately – availability of the DSL must not delay or prevent referral.

***Making a direct referral**

Direct referrals can be made by calling Children's Social Care 'MASH' on 01904 551900. The out of hours number for the Emergency Duty Team (EDT) is 01609 780780.

Any telephone referral must be followed up by a written referral within 24 hours and copies of the appropriate form can be found at:

<http://www.saferchildrenyork.org.uk/concerned-about-a-child-or-young-person.htm>

This can also be found in Appendix 2.

When making a telephone referral, it is helpful to have the form in front of you so that you are aware of the information you will be asked to provide.

The Local Authority are responsible for making a decision about the response required and whether the child requires immediate protection. Where a child is suffering, or at risk of suffering, significant harm, enquiries should be made under Section 47 of the Children Act 1989; children in need may be assessed under section 17. The Local Authority should let the referrer know the outcome.

If you are not satisfied with the Local Authority Children's Social Care response to a referral you have made, you should follow this up.

If your concern about a child also involves a concern about a member of staff, you must also follow the procedure for 'Concerns about a Staff Member'.

If your concern about a child also involves a concern about a person who works or has worked with children within any other organisation, the Local Authority Designated Officer (LADO) should be informed. The LADO should be informed if you suspect that any adult who works with, or has worked with children:

behaved in a way that has harmed a child, 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 he or she may pose a risk of harm to children.

Action by the Designated Safeguarding Lead on concerns about a child

The DSL (or deputy) will decide on the next appropriate action.

Immediate consideration will be given to the need for emergency medical attention.

Advice can be sought from Children's Social Care regarding how to proceed, the DSL may also seek advice regarding whether the child is subject to a Child Protection Plan.

The DSL's actions will be based on current City of York Safeguarding Children Partnership procedures.

Where peer on peer abuse relates to sexual violence and sexual harassment, the DSL will ensure DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018) is followed:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

As it is good practice to act with openness and honesty, the DSL will speak to parents/carers prior to making a referral, unless to do so may place the child at risk of significant harm, impede any police investigation or place the member of staff or others at risk. An inability to contact parents will not cause undue delay in making a referral. The DSL will make any necessary referral even if the parents/carers disagree with this decision.

Where verbal referrals are made to Children's Social Care, the referral should also be made in writing within 24 hours. Where there is uncertainty about making a full referral, advice can be sought from the MASH service on (01904) 551900.

The Head teacher will be informed of any referral made, as soon as possible.
All referrals and subsequent actions by the DSL will be recorded in CPOMs, together with a copy of the referral form.

The DSL may consider it appropriate to signpost the parent/carer to other support. Advice may be sought by the DSL from the Local Area Team. In some circumstances, it may be appropriate to seek consent for a Family Early Help Assessment (FEHA). Where the DSL is the Lead Professional, they will take responsibility for conducting the assessment and coordinating the delivery of services. FEHA assessments conducted by the DSL should also be recorded in CPOMs and copied to the Local Area Team for information.

If the DSL is not satisfied with the Local Authority Children's Social Care response, this will be followed up by the DSL.

The DSL will only disclose any information about a child to other members of staff on a need to know basis.

Procedure for Concerns about a Member of Staff

All school staff should adhere to the Staff Code of Conduct and take care not to place themselves in a vulnerable position with a child.

If you have concerns about a member of staff

1. If you have concerns about any member of staff, including volunteers and visitors to the school, you must inform the Head teacher.
2. If you have concerns about the Head teacher, Johanna Slack, you must inform the Chair of Governors.

Concerns about a member of staff could include:

- behaviour that may have harmed a child;
- a criminal offence against or related to a child; or
- behaviour that indicates they pose a risk of harm to children.

If you have received an allegation or information about a member of staff

We understand that a student, parent or carer may make an allegation against a member of staff. All allegations will be taken seriously.

1. If an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher.
2. If a member of staff receives information which suggests that a person may be unsuitable to work with children, the member of staff who is made aware of the information will immediately inform the Head teacher.
3. The Head teacher on all such occasions will discuss the content of the allegation with the LADO at the earliest opportunity.
4. If the allegation concerns the Head teacher, Johanna Slack, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Head teacher first.

The school will follow the City of York Council (CYC) procedures for managing allegations against staff.

Suspension of the member of staff, excluding the Head teacher, against whom an allegation has been made, needs careful consideration and the Head teacher will seek the advice of the LADO and HR Consultant in making this decision.

In the event of an allegation against the Head teacher, the decision to suspend will be made by the Chair of Governors with advice.

Concerns about practices within the school

All staff should feel able to raise concerns about poor practice, unsafe practice and any potential failures of the school in terms of Safeguarding and Child Protection.

Raise any concerns about practice with any member of the Senior Leadership Team (SLT), including:

- Head teacher, Johanna Slack
- Assistant Head teacher, Gavin Wilkinson
- SEN Coordinator, Rachel Hiley

If you feel you are unable to raise your concern directly with a member of the SLT, you should follow the 'Whistleblowing Policy'.

Further advice is available at: www.gov.uk/whistleblowing

The NSPCC has a free Whistleblowing advice line: 0800 028 0285 (email help@nspcc.org.uk)

Support for those involved in a Child Protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- keeping all parties informed with the DSL as the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, having a 'Case Manager' and separate link people for the staff member to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies and storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our Child Protection, Whistleblowing, Complaints and Disciplinary Procedures; and
- co-operating fully with relevant statutory agencies.

Safeguarding and Promoting Welfare

We will not only respond to concerns, but also take a proactive approach to Safeguarding and promoting the welfare of children by:

- always acting in the best interest of the child;
- maintaining an ethos where children feel secure, valued and listened to;
- adopting Safeguarding and Child Protection measures through policies, procedures and a Code of Conduct for staff;
- sharing information about Child Protection and good practice with children, parents, and staff;
- looking out for indicators of abuse and neglect;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training;
- providing activities in the curriculum which will equip the children with the skills they need to stay safe;
- ensuring children know who to speak to if they are worried;
- taking action taken to meet individual children's needs as early as possible;
- identifying those who may benefit from early help; and
- contributing to assessment as required under local arrangements and the subsequent delivery of planned outcomes.

Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Teaching pupils about Safeguarding

We teach pupils about Safeguarding throughout the curriculum: through Relationships Education, PSHEE, extra-curricular activities, assemblies and online safety. This includes supporting pupils to understand and manage risk, manage their behaviour, build resilience and be aware of where to go for help.

Due to the proximity of the school to the River Ouse and the River Foss, water safety will be delivered to all children as a planned activity. Road safety awareness training will be delivered to all children and bicycle safety will be delivered to year 6 children as planned activities.

PSHEE is delivered throughout the curriculum, and themed assemblies support understanding of risk and resilience.

Relationship Education is delivered in line with the most recent guidance.

Tang Hall School will actively promote NSPCC campaigns to keep children safe, including the PANTS underwear rule.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place and a current ICT policy that includes online safety. Children are reminded regularly about online safety, the risks of sharing content and images online and tackling cyber bullying. Staff should be aware that in addition to 'cyber bullying' sexual violence and harassment can occur online

Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner.

We continually promote an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. We promote British values including the importance of respect and combatting discrimination.

Childline (0800 1111) contact information is prominently displayed around school.

Trips and Visits

Trips and visits are an essential part of school life. All trips and visits must have an appropriate and agreed risk assessment completed via 'Evolve'.

Visitors

All visitors **MUST** be signed in at main school reception.

If a visitor has provided a copy of an appropriate DBS, they will be assigned a white lanyard and will be able to walk around the building unaccompanied, otherwise they will be assigned a red lanyard and must stay with a member of staff at all times - they cannot be left unaccompanied and **MUST NEVER** be left alone with a student at any time.

Lanyards

All staff, and visitors **MUST** wear a lanyard at all times whilst on the school site. All staff **MUST** challenge anyone not wearing a suitable lanyard.

COVID 19

- All staff at Tang Hall Primary School will be issued with two lanyards. This is to insure that they are able to wear one lanyard whilst the other is being washed. Lanyards **MUST** be washed on a regular basis.
- All visitors will be issued with a sanitized lanyard.

KNOW YOUR LANYARDS EVERYONE IN THE SCHOOL **MUST** WEAR A LANYARD



ANYONE WEARING A **RED LANYARD** MUST BE ACCOMPANIED BY A MEMBER OF STAFF.

If you see someone with a **red lanyard without a member of staff** or someone **without** a lanyard, you must accompany them to their supervisor or return them to reception.

Use and Storage of Images of Children

Staff must be aware that some parents/carers may not have given consent for images of their child to be taken or published. The school office are responsible for keeping and sharing records of consent regarding images. It is each individual member of staff's responsibility to check consent. Images must be stored securely and appropriately and the purpose for storing/using an image must be clear.

When sharing any images on social media, agreed School procedures must be followed.

Be aware that for any child where previous abuse has included images, there is a potential; for causing distress.

Use of Technology

The safe use of technology is covered in separate policies/procedures, however, staff should be aware that improper use of technology is a Safeguarding concern. Staff should have particular regard to offences that include taking, making, sharing or storing indecent images and the new offence of 'upskirting'.

The Government released a statement on 12 April 2019 stating "'upskirting' offenders can be arrested and sent to prison as a new law banning the invasive practice comes into force across England and Wales. The criminal offence of 'upskirting' was created under the Voyeurism Act when it received Royal Assent in February. Police and prosecutors have now updated their guidance to ensure the law is properly enforced – with offenders facing up to 2 years in jail and being placed on the sex offenders register."

Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration within Safeguarding and Child Protection procedures. We keep a record of racist incidents.

Children who go missing

Attendance and absence is monitored closely. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. Designated Safeguarding Leads will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods. DSLs will work closely with the City of York Council Attendance Advisor (01904 555817) and where needed report to Children's Social Care. The main contact email for child is missing education is: cme@york.gov.uk.

Early help

Early help is part of a wide network of services and aims to provide support as soon as problems emerge.

Tang Hall School DSLs will work closely with the Local Area Team to assess needs and deliver planned targeted support. Many families benefit from signposting to universal services and local provision and the DSLs will work to develop effective relationships with parents to offer this support.

If you feel a family may benefit from early help, raise this with the DSL. Assessments for early help may be undertaken by the DSL, or arranged by them. Staff may be asked to contribute to an assessment.

Staff should be alert to the fact that those who are more vulnerable may need early help. Some children may be more vulnerable because they:

- Are disabled or have specific additional needs
- Have special educational needs
- Are a young carer
- Show signs of engaging in anti-social or criminal behavior, including gangs, violent or organised crime
- Go missing from care or from home
- Are living in challenging family circumstances where they may be exposed to substance misuse, mental health concerns or domestic abuse
- Are homeless or at risk of becoming homeless
- Are misusing drugs or alcohol
- Are returning to their family from care
- Show early signs of abuse or neglect
- Are at risk of modern slavery, trafficking, exploitation or radicalization
- Are privately fostered.

Early Help is always kept under review and where necessary the DSL may refer on to Children's Social Care.

Prevent Strategy

Prevent is part of **CONTEST**, the Government's strategy to address terrorism.

Protecting children from the risk of radicalisation is part of our wider Safeguarding responsibility. From July 2015, schools have a duty to have 'due regard' to the need to prevent people from being drawn into terrorism.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. These include:

- Exploring other cultures and religions and promoting diversity.
- Challenging prejudices and racist comments.
- Developing critical thinking skills and a strong, positive self-identity.
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy.

Staff should be able to identify children who may be vulnerable to radicalisation and be alert to any signs that a child may need help or protection from terrorist ideology.

All concerns relating to the Prevent duty should be reported through the DSL, in the same way as any other Safeguarding or Child Protection concern.

The DSL may make a referral to the Channel programme to provide support.

In an emergency, contact the Police by dialing 999. In non-urgent cases police advice can be sought by dialing 101.

The DfE has also set up a dedicated telephone helpline for staff and Governors to raise concerns around Prevent (020 7340 7264).

Concerns can be raised directly by email to: counter.extremism@education.gsi.gov.uk

As a school we follow local practice guidance:
<https://www.saferyorkpartnership.co.uk/our-priorities/prevent/>

The Government's Prevent Strategy can be found at the following address:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

County Lines

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Through training, all staff will be made aware

Staff can access further information in the Home Office publication ‘Criminal Exploitation of children and vulnerable adults: County Lines guidance’ (2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Serious Violence

Indicators that children are at risk from serious violent crime, or are involved with serious violent crime include:

- absence from school;
- a change in friendships or relationships with older individuals or groups;
- significant decline in performance;
- signs of self-harm or significant changes in wellbeing;
- signs of assaults and injuries; and
- unexplained gifts and possessions.

It is important to understand local issues and look out for signs of gang or youth violence in our community. Gang and youth violence is increasing and spotting the signs early offers the best chance protecting children in the community. The NSPCC have trained staff to respond specifically with gang and violence risk – you can contact NSPCC on 0800 800 5000 for advice.

Staff can access further information in the Home Office publication 'Practical advice for schools and colleges (2015):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

School's approach to LGBTQ+ (Lesbian, Gay, Bisexual, Trans and Queer) issues:

Tang Hall Primary School has no policy regarding 'gender' statements, recognising that parents have a right to their own values regarding gender, sexuality and transgender issues. We aim to create a learning environment in which all children are safe and where all children feel valued as individuals. Tang Hall Primary School does not tolerate and will always challenge the use of sexist, homophobic, sexual-orientation and gender-related derogatory language; recognising also that where this type of language is used by younger children it may not be fully understood. Singling individuals out for abuse is always unacceptable, this includes being singled out or being the recipient of abuse, harassment, bullying or so called 'banter' with reference to LGBTQ+.

We recognise that as part of responding to allegations of bullying, we may also be responding to bullying related to sexuality or gender, among other individual characteristics. We also recognise that peer on peer abuse can present Safeguarding issues. We reject bullying in all forms and these values are promoted throughout the school policies, procedures, curriculum and the learning environment.

Where a child discloses to a member of staff that they are considering their gender identity or sexuality, or they express their own LGBTQ+ status, we will share this with parents where it is appropriate in the interest of Safeguarding, which may include consideration of the child's emotional wellbeing. We also recognise that 'gender dysphoria' may be part of a range of vulnerabilities and seeking appropriate support for the individual child will remain our priority.

Types of abuse

Recognising abuse and neglect – Types of abuse and neglect can be found in 'KCSIE 2020' Part 1

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect and be alert to the signs. Many children who are harmed suffer more than one type of abuse.

Definitions are taken from Working Together and the indicators of abuse are taken from 'What to do if you are worried a child is being abused' (2015):

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). They may be abused by an adult or adults or by another child or children.

There are four main categories of abuse:

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

Child sexual exploitation (CSE) 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, 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.

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.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Some warning signs might be indicators of abuse or neglect:

Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
Children with clothes which are ill-fitting and/or dirty;
Children with consistently poor hygiene;
Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
Children who don't want to change clothes in front of others or participate in physical activities;
Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
Children who talk about being left home alone, with inappropriate carers or with strangers;
Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
Children who are regularly missing from school or education;
Children who are reluctant to go home after school;
Children with poor school attendance and punctuality, or who are consistently late being picked up;
Parents who are dismissive and non-responsive to practitioners' concerns;
Parents who collect their children from school when drunk, or under the influence of drugs;
Children who drink alcohol regularly from an early age;
Children who are concerned for younger siblings without explaining why;
Children who talk about running away; and
Children who shy away from being touched or flinch at sudden movements.

Definition of Domestic Abuse

The NSPCC refer to a definition of Domestic Abuse from the Home Office (2013) as

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This abuse can encompass but is not limited to Psychological Physical Sexual Financial Emotional”

Living with domestic abuse can have a serious impact on children. Witnessing domestic abuse is considered to be 'significant harm'.

Tang Hall Primary are part of the Operation Encompass project. This provides the Designated Safeguarding Lead with a report of any domestic abuse incidents that occur outside normal school hours and may have an impact on a child attending school the next day.

Fabricated or Induced Illness (FII)

FII occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in a child. Government guidance 'Safeguarding Children in whom illness is fabricated or induced' (2008) states that concerns may arise about possible fabricated or induced illness when:

- reported symptoms and signs found on examination are not explained by any medical condition from which the child may be suffering; or
- physical examination and results of medical investigations do not explain reported symptoms and signs; or
- there is an inexplicably poor response to prescribed medication and other treatment; or
- new symptoms are reported on resolution of previous ones; or
- reported symptoms and found signs are not seen to begin in the absence of the carer; or
- over time the child is repeatedly presented with a range of signs and symptoms; or
- the child's normal, daily life activities are being curtailed, for example school attendance, beyond that which might be expected for any medical disorder from which the child is known to suffer.

So called 'honour-based' violence (HBV), including FGM and Forced Marriage

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. This includes FGM, forced marriage and practices such as breast ironing. Abuse committed in this context may involve multiple perpetrators across a wide network of family or community pressure. All forms of HBV are abuse.

Child Trafficking and Modern Slavery

Child trafficking is child abuse and should be reported as such. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual abuse
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pick pocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

• Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Further information on child trafficking can be found at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>

Key Document References

Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2020.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Ref: DFE-00129 -2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

Disqualification under the Childcare Act 2006. Statutory guidance updated 31 August 2018

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

Information Sharing. Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers March 2015. DFE-00128-2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Multi-Agency Practice Guidelines: Female Genital Mutilation April 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Safeguarding Children in whom illness is fabricated or induced 2008

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

What to do if you're worried a child is being abused. Advice for practitioners March 2015. DFE-00124-2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children July 2018. DFE-00195-2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Revised Prevent Duty Guidance: for England and Wales July 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Channel Duty Guidance. Protecting vulnerable people from being drawn into terrorism 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Further Advice and Information

NSPCC

You can seek advice at any time from the NSPCC helpline 0808 800 5000
Or email help@nscpp.org.uk
<https://www.nspcc.org.uk/preventing-abuse/our-services/childrens-services/>

Safer Children York

Information for professionals
<http://www.saferchildrenyork.org.uk/professionals.htm>

City of York's Safeguarding Children Partnership and new Partnership Arrangements

<http://www.saferchildrenyork.org.uk/about-the-cyscb.htm>
<http://www.saferchildrenyork.org.uk/Downloads/NEW%20City%20of%20York%20Safeguarding%20Children%20Partnership%20CYSCP%20Arrangements.pdf>

Online basic Safeguarding training from the City of York Council Workforce Development Unit (access through MyLo account):

<https://www.yor-ok.org.uk/workforce2014/workforce-development.htm>

Domestic Abuse Basic Awareness

www.idas.org.uk/training/index.asp

Mental Health

<https://www.rethink.org/carers-family-friends>
<https://www.yorkmind.org.uk/>

Child Sexual Exploitation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Female Genital Mutilation

<http://www.fgmelearning.co.uk>
NSPCC FGM Helpline: 0800 028 3550 Email: fgmhelp@nspcc.org.uk

County Lines

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Preventing Youth Violence and Gang Involvement

Practical advice for schools and colleges (Home Office)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Forced Marriage

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

Modern Slavery and Child Trafficking

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>
<https://www.gov.uk/government/publications/human-trafficking-strategy>

Child abuse and neglect

NICE guideline Published: 9 October 2017
nice.org.uk/guidance/ng76
<https://www.nice.org.uk/guidance/ng76/resources/child-abuse-and-neglect-pdf-1837637587141>

Child maltreatment: when to suspect maltreatment in under 18s

NICE guideline Published: 22 July 2009

[nice.org.uk/guidance/cg89](https://www.nice.org.uk/guidance/cg89)

<https://www.nice.org.uk/guidance/cg89/resources/child-maltreatment-when-to-suspect-maltreatment-in-under-18s-pdf-975697287109>

National Police Chief's Council (NPCC)

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Appendix 1

This must be read together with the Safeguarding Policy and Procedures

Keeping Children Safe in Education September 2020 Part 1: Safeguarding information for all staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

Appendix 2

Direct referral to Children's Social Care

<http://www.saferchildrenyork.org.uk/forms.htm>

Appendix 3

Female Genital Mutilation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746560/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_-_Amended081018.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Appendix 4

Fabricated or Induced Illness

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

Appendix 5

Revised Prevent Duty Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

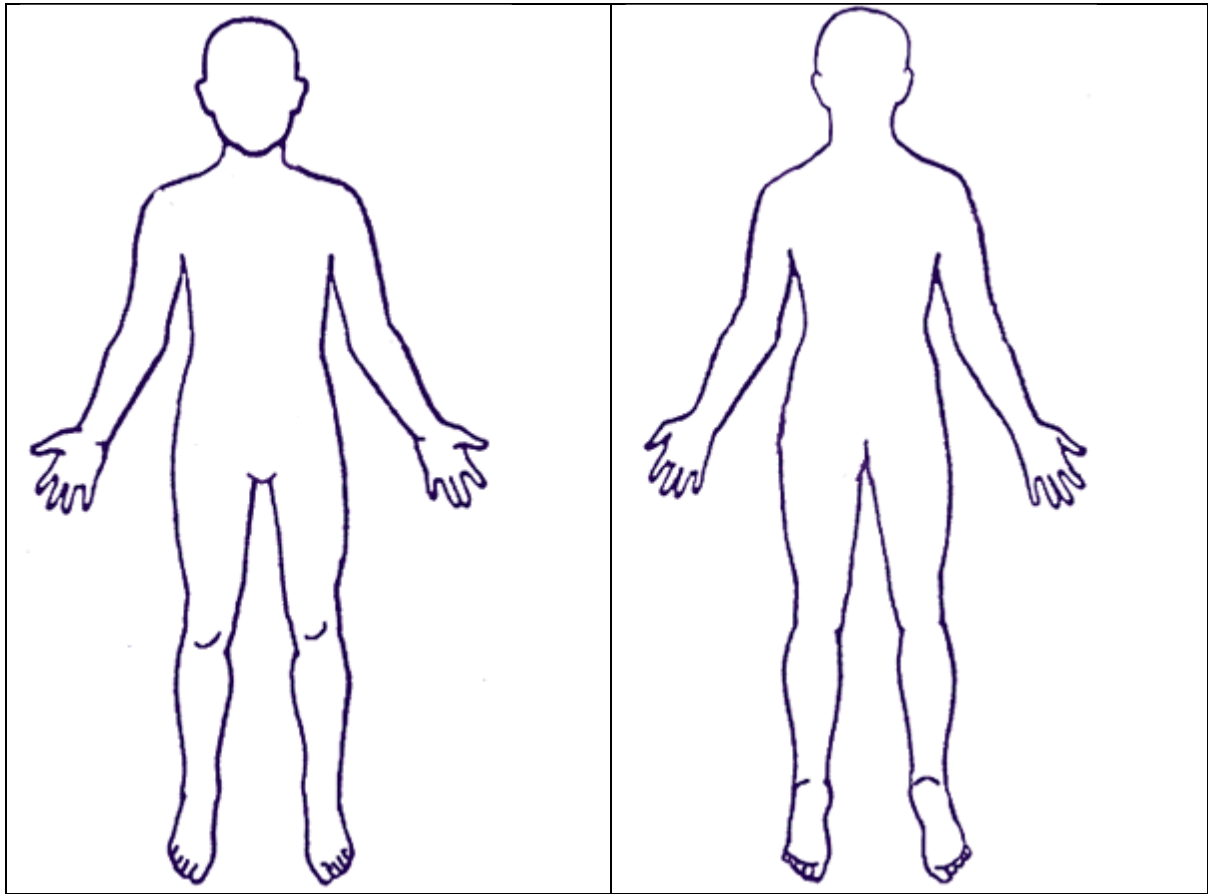
Appendix 6

Safeguarding Concern – Report Form

**Confidential – Record of Safeguarding Concern
Tang Hall Primary School**

Member of staff reporting	Name: Signature:
Date and time report completed:	
Child's Name:	
Child's Year Group:	
Received by DSL for action	Name: Date: Time:
Location of incident:	
Date and time of incident:	

Please use the child's own words wherever possible.
If you have observed any marks or injuries, please use the body map to show where the mark or injury was seen.



Appendix 7

Safeguarding During the Coronavirus (COVID-19) Outbreak

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

Key definitions

For the purpose of this policy, the following definitions will be utilised:

- Education hub: a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area.
- Children of critical workers: children of parents who work in the following industries:
 - Health and social care, e.g. doctors and nurses
 - Education and childcare, e.g. teachers and DSLs
 - Local and national government, e.g. administrative occupations
 - Food and essential goods retail, e.g. supermarket workers and grocers
 - Public safety and national security, e.g. police and ministry of defence workers
 - Transport, e.g. freight transport workers and train drivers
 - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- Vulnerable children: those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

The role of the DSL and their deputies

In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its pupils – this approach is led by the DSL.

As more pupils return to school, the school makes it a priority to have a trained DSL or their deputy on site. Where possible, this will be the school's DSL or deputy; however, where absence or illness makes this unfeasible, the school will consider the following two options:

The school's DSL or deputy will be made available via telephone or online communication.

The school will reach out to other schools and they will share a trained DSL or deputy where possible either in person or on video or voice call.

Where a DSL is unavailable on site, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:

- Updating and managing access to child protection files.
- Liaising with the offsite DSL or deputy.
- Liaising with children's social care services where required.
- During phased reopening, the DSL and their deputy are responsible for:
- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending this appendix in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils who are not yet returning to school and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work.
- Sharing their contact information with the school community.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.

The DSL will report back to the governing board on all relevant safeguarding concerns.

The DSL will work with the local safeguarding partners to ensure pupils remain safe during phased reopening.

All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

Attendance

The school will resume its regular attendance register to record attendance during phased reopening.

The school will report to the DfE the number of pupils in school using [the online form](#). This form will be submitted by 12:00pm each weekday.

The school will record and investigate any absences where it expected a child to attend school and did not or where parents have arranged care for their child who subsequently did not attend. Where relevant, the school will report to social workers any pupil absence.

The school encourages the attendance of all pupils where appropriate, i.e. where there are no shielding concerns for the pupil or their household, and/or following a risk assessment for pupils with an EHC plan.

Individuals who are, or live with someone who is, shielding are not expected to return to school. If a pupil is, or lives with someone who is, shielding but cannot receive education at home, the school will ensure they can attend in the safest possible way, e.g. by adhering to stringent social distancing measures.

The school will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

Staff training and safeguarding induction

The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.

The DSL and headteacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children.

Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The DSL and headteacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.

The DSL and headteacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.

The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.

New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.

Anyone who has not undergone suitable DBS checks will not be left unattended with pupils.

Existing staff who have not worked in regulated activity during partial school closure will not require a new DBS check; however, the school will carry out a check on anyone who causes a concern.

All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.

The school will report anyone to the TRA who they consider a safeguarding risk by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.

Where required, the school will have a rotary system which allows the headteacher to be aware of who will be in school at any one given time.

The school will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as acting as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

Online safety and security

The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems.

All online programmes used will be checked by the school's DPO and DSL to ensure they are reputable and GDPR compliant.

The ICT technician will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.

Any online queries which require the ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.

Where the ICT technician is unavailable, the school will seek the support of other ICT staff, either internally or from another school.

The DSL will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.

Pupils will report any suspicious online activity they encounter to the DSL or headteacher.

Staff will adhere to the Staff Code of Conduct at all times when delivering education online.

Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.

The school will collaborate with parents and carers to reinforce the importance of online safety and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Pupils are provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

Mental health and pastoral care

The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

The headteacher will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.

Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.

Face-to-face support will only be provided where two-metre social distancing can be adhered to.

Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.

Pastoral support will be offered to any family who requires it.

Monitoring and review

The DSL is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.

Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.

END OF DOCUMENT