

Tang Hall Primary School



**Safeguarding and Child Protection
Policies and Procedures**

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Key Contacts

Lead (whole school) Designated Safeguarding Lead	Headteacher Catherine Precious	Tel: 01904 555271 head@tanghall.pmat.academy
Designated Safeguarding Lead	Pastoral Support Lead Dawn Kennedy	Tel: 01904 555271 07534 437793 dkennedy@tanghall.pmat.academy
Designated Safeguarding Lead for Early Years	Pastoral Support Lead Michelle Murray	Tel: 01904 555271 07500 952222 mmurray@tanghall.pmat.academy
Deputy Designated Safeguarding Lead	Assistant Headteacher Thomas Precious	Tel: 01904 555271 tprecious@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.gcsx.gov.uk
Local Authority Children's Social Care	City of York Council Children's Social Care 'Front Door'	01904 551900 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 and Procedures

Aims

This Policy is written with reference to Keeping Children Safe in Education 2018 (KCSIE), Working Together to Safeguard Children 2015 (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 .

The purpose of this policy:

- 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.
- 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 guidance and procedures they should follow 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.

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 range of school policies and procedures that encompass children's safety and well-being, including:

- Whistleblowing Policy
- Safe Recruitment Policy
- Behaviour Policy
- Pupil Premium
- SEND Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- E Safety
- Acceptable use of technology for staff/pupils
- Information Sharing
- Complaints Policy
- Prevent duty
- Children who go missing from Education

A copy of this policy is published on the Tang Hall Primary School website and copies are available on request.

This policy was reviewed by Dawn Kennedy (Designated Safeguarding Lead) and approved by the Tang Hall School Board of Governors.

Last reviewed: September 2018

Next review: September 2019

Person responsible for review: Dawn Kennedy (DSL)

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. 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'.

Safeguarding and promoting the welfare of children is not limited to Child Protection, but is defined in Working Together as:

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

As well as implementing a range of additional policies and procedures that contribute to promoting children's safety and wellbeing, we expect staff to remain alert to 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 our duty 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. 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 must 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 young carers; experience discrimination; have English as a second language; are at risk of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), forced marriage or 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.

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 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.

Roles and Responsibilities

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 observe and note any emotional, behavioural or physical signs which may be suggestive of child abuse, or have concerns about their care. We recognise that the relationship between teachers, 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 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 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'.

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.

Safeguarding Team

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' Designated Safeguarding Lead is the Headteacher (Catherine Precious).

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 Headteacher takes the lead role in ensuring Safeguarding arrangements across the school, the school has appointed additional fully trained Designated Safeguarding Leads (and Deputies) to be responsible for matters relating to Child Protection and Safeguarding.

As Lead DSL, the Headteacher may be required to fulfil the role of the Designated Safeguarding Lead if the DSL and their Deputies are all unavailable.

The Designated Safeguarding Lead (DSL) role is fulfilled jointly by the Pastoral Support Leads (Dawn Kennedy for Tang Hall Primary; and Michelle Murray for Tang Hall EYFS which includes Nursery and Reception children); who will act as cover for each other during term time.

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.

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 Deputy DSL role is fulfilled by the Assistant Headteacher (Thomas Precious).

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.

The Deputy DSL (Thomas Precious) 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.

In the absence of the Assistant Headteacher, **the Deputy DSL** role is fulfilled by Rachel Hiley (Early Years/SENCO).

The Governing Body

The Governing body 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 chair of Governors will act as the Case Manager in the event that an allegation is made against the Headteacher, Catherine Precious (and Assistant Headteacher Tom Precious, to avoid any conflict of interest).

The Governing Body 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 Headteacher, 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 Governing Body 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 Headteacher.
- The school reviews their policies and procedures in accordance with the timescales given in the current Department for Education guidance.

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.

1. Any staff member who has a concern about a child should act on their concerns by reporting this to the Designated Safeguarding Lead (Dawn Kennedy/Michelle Murray) or their Deputy.
2. 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 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 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;
 - **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 extremism** or children and families being drawn into terrorism;
 - **suspects that a child is at risk of FGM**, but it is not known whether FGM has been carried out.

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.

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 a robust anti-bullying policy 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.
- 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 deputies 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 'Front Door' 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>

A copy is enclosed as 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 Board/Partnership procedures.

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 'Front Door' service on (01904) 551900.

The Headteacher 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, inform the Headteacher.
2. If you have concerns about the Headteacher, Catherine Precious (or Assistant Headteacher Thomas Precious), 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 Headteacher.
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 Headteacher.
3. The Headteacher on all such occasions will discuss the content of the allegation with the LADO at the earliest opportunity.
4. If the allegation concerns the Headteacher, Catherine Precious (or Assistant Headteacher Thomas Precious), the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without notifying the Headteacher or Assistant Headteacher 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 Headteacher, against whom an allegation has been made, needs careful consideration and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision.

In the event of an allegation against the Headteacher, 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.

1. Raise any concerns about practice with any member of the Senior Leadership Team (SLT), including:
 - Headteacher, Catherine Precious
 - Assistant Headteachers, Claire Spivey or Thomas Precious
 - Designated Safeguarding Lead, Dawn Kennedy/Michelle Murray
 - SEN Coordinator, Rachel Hiley
2. Where staff feel they are unable to raise their concern directly with a member of the SLT, they 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;
- 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.

Teaching pupils about Safeguarding

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

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.

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 promotes 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.

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. The Designated Safeguarding Lead will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods. DSL will work closely with the City of York Council Attendance Advisor (01904 555817) and where needed report to Children's Social Care. An email will be sent to the following address when the child is missing education: cme@york.gov.uk.

Early help

Early help can form part of a wide network of services and aims to provide support as soon as problems emerge. 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 behaviour
- 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 misusing drugs or alcohol
- Are returning to their family from care
- Show early signs of abuse or neglect
- Are at risk of 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 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

The Revised Prevent Duty Guidance can be found at the following address:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

As a school we follow local practice guidance:
<http://www.saferchildrenyork.org.uk/Downloads/Prevent%20Guidance.pdf>

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

School's approach to LGBT (Lesbian, Gay, Bisexual and Trans) 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 LGBT.

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 LGBT 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

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 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.

Key Document References

Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2018. DfE-00247-2018

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

Disqualification under the Childcare Act 2006. Statutory guidance for local authorities, maintained schools, academies and free schools June 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

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

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. March 2015. DFE-00130-201

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.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

Safer Children York

Information for professionals

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

Online basic Safeguarding training:

<http://www.saferchildrenyork.org.uk/safeguarding-online.htm>

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/resources/child-maltreatment-when-to-suspect-maltreatment-in-under-18s-pdf-975697287109>

Female Genital Mutilation

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

NSPCC FGM Helpline: 0800 028 3550 Email: fgmhelp@nspcc.org.uk

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/>

Appendix 1

**This must be read together with the Safeguarding
Policy and Procedures**

**Keeping Children Safe in Education (2018)
Part 1: Safeguarding information for all staff**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.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

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