CHILD PROTECTION POLICY

1 Purpose and Aim

1.1 Lockwood Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. This policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that all forms of harm or abuse including extra-familial harm can occur in all communities and contexts (home, school, online and local area) and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance at Lockwood Primary School creates a safe space where children are supported, listened to and supported effectively, as well as being valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

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

1.3 The Governing Body of Lockwood Primary School is committed to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils', parents and visitors to share this commitment and understanding.

1.4 This policy refers to the Designated Safeguarding Lead (DSL) who has overall responsibility for safeguarding and child protection and Deputy Designated Safeguarding Lead(s) (DDSL) who can act with the same authority and competency in the absence of the DSL.

2 Introduction

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

2.2 1. Prevention

Positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including, but not limited to, harassment, bullying/cyber-bullying, prejudice-based and discriminatory bullying, victimisation, sexual abuse - including sexual harassment/violence and exploitation, domestic abuse in their own intimate relationships - teenage relationship abuse, criminal exploitation, serious youth violence, county lines and radicalisation - extremism and terrorism, and issues such as honour based abuse, female genital mutilation and forced marriage.

2.3 2. Protection

Following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead or

Deputy Designated Safeguarding Lead, via the Multi Agency Children's Hub (MACH) directly or to the police if necessary.

2.4   3. Reconsideration

Following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.

2.5   4. Support

For pupils and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes.

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

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

3   Statutory Guidance, Framework and Legislation

3.1 *Keeping Children Safe in Education* (KCSIE 2024) is the statutory guidance provided to all schools regarding child protection and safeguarding children.

3.2 *Working Together to Safeguard Children 2023* provides information on how schools fit into and work together with, the wider community involved in safeguarding children, eg. social care, health, the prison service, police etc

3.3 This policy ensures that Lockwood Primary School, its governors, staff and volunteers fulfil completely the obligations laid down by these documents. Where the school has created an additional school policy because of any specific area of need, this is to be read in conjunction with this Child Protection Policy.

3.4 In the event of any suspicion of a child being subject to any form of abuse or maltreatment, this information will be shared directly with the DSL or DDSL which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Lockwood Primary School's complete workforce.

3.5 Schools do not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tees Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the Borough.

3.6 Lockwood Primary School is committed to working with the South Tees Safeguarding Children Partnership and all other partner agencies in all cases where there is a concern about significant harm.

3.7 Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person. (Adoption and Children Act 2002)

3.8 Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must initiate an enquiry under section 47 of the Children's Act 1989 A section 47 enquiry is initiated to decide whether, and what type of action is required to safeguard and promote the welfare of a child who is suspected to be suffering, or is likely to suffer significant harm. The Multi Agency Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

4 Roles and Responsibilities

4.1 All Staff

4.11 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to regular contact with children all staff at Lockwood Primary School hold a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of harm, abuse or neglect or exploitation at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy with all staff, students and volunteers, it is important that all staff:

- Ensure that they clearly understand the school's systems and procedures for sharing information to safeguard and promote the welfare of children as shared in this policy.

- Ensure that they listen to and reflect on the voice of the child at all times (taking the child's wishes and feelings into account) and reassure them that they will take seriously any concerns raised to them by the child and both support them and keep them safe. This will include determining what action to take and what services to provide on behalf of the child in need (for non-safeguarding concerns).

- Consistently promote a culture of vigilance in school, adopting a belief that 'it could happen here'

- Ensure that they report any concerns of harm to any child to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately. All staff can refer their concerns directly to the Multi Agency Children's Hub or the police if necessary. In such instances, staff will inform the DSL or DDSL as soon as possible if they have reported concerns directly.

- All staff should be aware of their local referral process to Local Authority children's social care.

- If a member of staff suspects a child may be at risk, they should ensure that they immediately share with the DSL or DDSL any information shared with them by a child or

directly observed/witnessed. This information will be recorded using the school's Child Protection Online Monitoring System (CPOMS). All discussions, decisions and reasons for them should be recorded in writing adhering to Lockwood Primary School's Recording and Information Sharing Policy. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children.

- Ensure that they feel confident in reassuring victims that they are being taken seriously and that they will be supported and kept safe.

- Ensure that they are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Therefore, all staff should ensure that they exercise their professional curiosity and speak to the DSL or DDSL if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication.

- Ensure that they maintain an attitude of 'it could happen here' in respect of any safeguarding issues and report any concerns regarding the behaviour of a child, an adult/staff member in school directly to the appropriate person.

- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding practice through the school's whistleblowing, staff behavior and code of conduct policies.

- Ensure that they receive appropriate safeguarding and child protection training (including online safety) at induction. This training will be regularly updated. In addition, all staff will receive updates as required and at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

- Are aware of their responsibilities under the Prevent Duty which requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation.

- Are aware of their responsibilities to ensure the mandatory reporting to the police in all cases where they discover that an act of FGM appears to have been carried out.

- Ensure that they understand that technology is a significant component in many safeguarding cases and the additional risks faced by children online. Staff must promote the school's online safety and acceptable use policies.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe. Staff should ensure that the standards and conduct of visitors to the school do not fall below those expected from employed members of staff and must act to intervene where this is the case.

4.2 **The Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL)**

(adapted from KCSIE 2024)

4.2.1 The Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding and child protection, a role which carries a significant level of responsibility. The DSL has the appropriate status and authority within the school to carry out the duties of the post and is given the additional time, funding, training, resources and support needed to carry out the role effectively. The DSL will also provide advice and support to other staff on child welfare, safeguarding and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The DSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. In the absence of the DSL a Deputy Designated Safeguarding Lead (DDSL) with the same level of authority, training and

knowledge will always be available, however the ultimate responsibility carried by the DSL will not be delegated.

4.2.2 Availability

During term time the DSL or DDSL will always be available during school hours for staff in the school to discuss any safeguarding concerns. Where this is not practical in person, it will always be available via telephone.

4.2.3 Adequate and appropriate cover arrangements will be made for any out of hours or school holiday activities.

4.2.4 Manage Referrals

The Designated Safeguarding Lead is expected to refer cases:

- of suspected abuse to the Multi Agency Children's Hub and to support other staff in doing similar
- of concerns over radicalisation to the Channel Programme (Prevent)
- to the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child
- To the police where a crime has been committed
- To the Local Authority Designated Officer (LADO) in the case of concerns about the conduct of a member of staff

4.2.5 Work with others

The Designated Safeguarding Lead is expected to:

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners (South Tees Safeguarding Children Partnership)
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Code C 2019).
- As required, liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations, the Chair of Governors) and the LADO, for child protection concerns in regards to a staff member.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians and SENCO and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and, when deciding whether to make a referral, by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Senior Mental Health Lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the senior leaders, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Ensure that the cohort of children, who have or have had, a Social Worker are known, and understand their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.

- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

4.2.6 Information Sharing and Managing Child Protection Records

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in parts one and two of KCSIE 2024.

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives

4.2.7 Raising Awareness

The Designated Safeguarding Lead will:

- ensure each member of staff has access to, and understands, the school child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

4.2.8 Training, knowledge and skills

The DSL and DDSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL and DDSL should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and

respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- understand the importance of the role the DSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers

- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- obtain access to resources and attend any relevant or refresher training courses,

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.

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

4.2.9 Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and

- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

4.2.10 Understanding the views of children

It is important that all children feel heard and understood. Therefore, DSLs and DDSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

4.2.11 Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE 2024, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

4.3 The Governing Body

4.3.1 The Governing Body at Lockwood Primary School has strategic leadership responsibility for Lockwood Primary School's safeguarding arrangements and will ensure that the school complies with its duties under legislation including the obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018 (UK GDPR) and their local multi-agency safeguarding arrangements.

4.3.2 The Governing Body will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in KCSIE 2024 including confirming that all policies and procedures adopted by the Governing Body (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff. The Governing Body will also ensure that all Governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at Lockwood Primary School are effective and support the delivery of a robust whole school approach to safeguarding.

4.3.3 The Governing Body has ensured that a Designated Safeguarding Lead is in place to take leadership responsibility for Lockwood Primary School's safeguarding arrangements. In addition a member of the Governing body will have responsibility for safeguarding.

The role of the safeguarding governor is to:

- Ensure that the allocation of additional time, funding and resource is sufficient to meet the current safeguarding/child protection activity and challenge and test its effectiveness.

- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

- Ensure that all the Governing Body receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

- Ensure that the Governing Body are aware of their Local Safeguarding Children Partnership arrangements and the need for the school to understand their role in effective multi-agency working under the new arrangements.

4.3.4 In Lockwood Primary School the Chair holds these additional responsibilities:

- Ensure that they liaise with the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse being made against the Headteacher or Proprietor of an independent school.

- Ensure that any allegation of abuse made against a member of staff (including supply staff, volunteers and contractors) or the Headteacher is reported directly to the Designated Officer (LADO). Therefore, ensuring effective whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.

- Ensure that all staff receive regular safeguarding and child protection updates including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governors will also ensure that this training is integrated, aligned and considered as part of Lockwood Primary School's safeguarding approach and culture of vigilance.

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to potentially harmful and inappropriate online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. This also means confirming that staff, pupils and visitors to their site follow Lockwood Primary School's Acceptable Use Policy/Online Safety Policy. Governors will also ensure that this is regularly reviewed and risk assessed to keep up with evolving cyber-crime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).

- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships Education (Primary) or Relationships and Sex Education (Secondary) and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBT).

- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

- Ensure that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to

peer group isolation than other children; the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.

- Ensure that Lockwood Primary School's premises are rented or hired to organisations or individuals that appropriate arrangements are in place to keep children safe.

5.1 At Lockwood Primary School, the Governing Body are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where Lockwood Primary School has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tees Safeguarding Children Partnership and inform the Multi Agency Children's Hub or police of their concern.

5.2 Procedures

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Where they suspect that a child is being harmed
- Where there is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Including, for example, impairment suffered from seeing or hearing the ill-treatment of another and from sexual abuse and forms of ill-treatment which are not physical.

5.3 KCSIE 2024 defines the categories of harm as:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

In addition there are a number of safeguarding issues referred to in KCSIE 2024, namely:

- Child-on child abuse
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Domestic Abuse
- Female genital mutilation (FGM)
- Mental health
- Serious violence

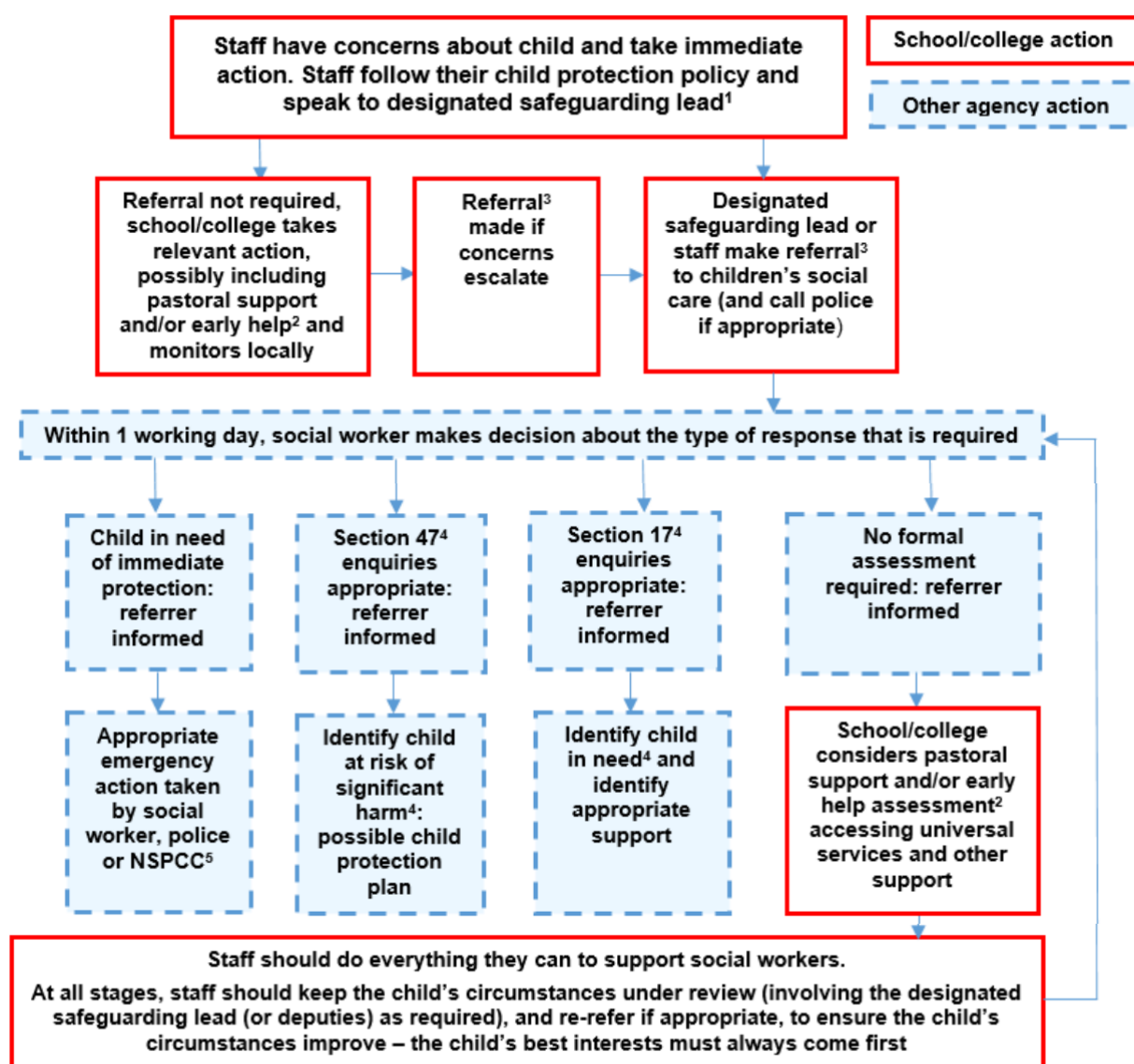**5.4 Children potentially at greater risk of harm**

Children may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local Authorities children's social care have clear duties to share the fact a child has a Social Worker, and the Designated Safeguarding Lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

5.5 All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the school and can occur between children outside of these environments. All staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (contextual safeguarding) take a variety of different forms and children can be vulnerable to multiple harms. Staff should be aware that experience and indicators of girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they maybe at higher risk of sexual exploitation. Staff should also be aware of the indicators that signal a child is at risk from or involved in serious violent crime, for example being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff should be able to recognise

the risk factors that increase the likelihood of involvement in serious violence, such as being male, being absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

5.6 The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Multi Agency Children's Hub if necessary. These records are created and securely stored electronically.

Actions where there are concerns about a child – taken from KCSIE 2024

^{1} In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSIE 2024.

^{2} Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Working Together to Safeguard Children 2023 provides detailed guidance on the early help process.

^{3} Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children 2023.

^{4} Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children 2023.

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

6   Safe Schools - Safe Staff

6.1   Lockwood Primary School's Governing Body have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

6.2   **Whistle Blowing/Confidential Reporting**

Lockwood Primary School's Whistle Blowing/Confidential Reporting Policy provides guidance to staff, volunteers and contractors on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

6.3   **Management of a safeguarding concern or allegation about an adult that does or does not meet the harm threshold:**

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

Consultation without delay with the Local Authority Designated Officer (LADO) will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff will attend this meeting, which will be arranged by the LADO. All issues will be recorded on the allegation management form and the outcome reached will be noted to ensure closure.

Where this concern does not meet the harm threshold, all staff should continue to follow their Staff Behaviour/Code of Conduct Inclusive of 'Low-Level' Concerns Policy and share information with the Headteacher. This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

Training and Support

All staff members will be made aware of the systems within their school which support safeguarding and these will be fully explained to all new staff as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy, the policy and procedures to deal with Child-on-Child Abuse; the Behaviour Policy (which includes measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and Whistleblowing) Policy, the Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and curriculum planning. The Governing Body decides the frequency and content of this CPD. At Lockwood Primary School our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held each week or internal CPD as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

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6.5 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. This means only involving those who need to be involved, such as the DSL or DDSL and Local Authority children's social care. Lockwood Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

6.6 Record Keeping

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

Well-kept records are essential to good safeguarding practice. Lockwood Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All records include, a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome. All staff will follow the schools Information Sharing and Recording Polices to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need to know basis.

Safeguarding recording within Lockwood Primary School is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. At Lockwood Primary School we started electronic recording from 2018 All recording prior to this is in paper format.

6.7 Attendance at Safeguarding Conferences

In the event of Lockwood Primary School being invited to attend child protection conferences, the DSL or DDSL will represent the school.

6.8 Supporting Children

Lockwood Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way, as a result, such children might exhibit challenging and defiant behavior. Consideration of a child's background and exposure to harm or abuse will always be considered when managing such behaviours.

6.9 Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the

police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (DSL or DDSL) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

As an Operation Encompass partner, we work closely with the police with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

6.10 Lockwood Primary School also recognises that children are capable of abusing other children. Child-on-child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately as part of our school's zero tolerance approach to unacceptable behaviour. No child-on-child abuse should be tolerated or dismissed as 'banter' or part of 'growing up' and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

6.11 At Lockwood Primary School we will endeavour to support all our pupils through a clear set of values and standards upheld and demonstrated throughout all aspects of school life including:

- A curriculum which encourages self-esteem, self-motivation, responsibilty

- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

- Teaching which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A PSHE curriculum that addresses issues of relationships and sex Education, personal health and hygiene, positive and healthy relationships and British values.

- A whole school approach to the teaching of online safety together with systems in place for monitoring and filtering web content

- Consistent and effective management of behaviour

- Liaison with other professionals and agencies who support children and parents.

- A commitment to develop productive, supportive relationships with parents

- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

6.12 Children with behavioural difficulties, special educational needs and disabilities or health issues are among the most vulnerable to abuse. The identification, assessment and support of these pupils is critical in ensuring they do not become at risk of abuse. The school has clear systems in place to ensure that these children are not at greater risk of harm than other pupils.

6.13 Lockwood Primary School also recognises that when exposed to a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be increasingly vulnerable and in need of support and protection. The school works closely with partner agencies to ensure that these children are identified, monitored and supported so that they do not become victims of abuse.

Date created/amended:	November 2024
Author:	C Johns – Head Teacher
Date approved by Governing Body:	10th December 2024
Review date:	September 2024

This policy MUST be read in conjunction with other related school policies.

These include:

- A robust School Recruitment and Selection Policy - inclusive of safer recruitment guidance and regulation, for example a Single Central Record which demonstrates the pre-appointment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK, for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance.

- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.

- School Staffing (England) Regulations 2009, Regulation 9: require Governing Bodies or Proprietors of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2024 and Working Together 2023.

- School's HR providers manual, policies and procedures.

- Staff Behaviour Policy (code of conduct) inclusive of 'Low Level' Concerns, allegations against staff, Whistleblowing Policy and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with young people in education settings, 2022. Lockwood Primary School will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

- Lockwood Primary School will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

- Behaviour Policy – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.

- Anti-Bullying Policy/Online Bullying Policy.

- Online Safety Policy inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting and appropriate filtering and monitoring on school devices and school networks.)

- Remote/Home learning Policy inclusive of all expectations for children learning at home.

- Record-Keeping Policy inclusive of all procedures around the recording, storing and transferring of information regarding children

- Special Education Needs Policy.

- The Schools Educational Visits Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.

- Child-on-Child Abuse Policy.

- Mental Health and Wellbeing Policy

- Photographic & Digital Imagery Policy with parental consent forms annually signed.

- Administration of Medicines Policy and procedures with trained staff who manage this.

- Pupils with Medical Needs Policy and implications for the workforce, pupils and partnership with parents.

- Attendance Management Policy/Children who are absent from education - school management for attendance including children being absent from education for prolonged periods and/or repeat

occasions (unexplainable and/or persistently absent) and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.

- Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- Complaints Policy
- Allegation Management Policy
- Confidentiality and Whistle Blowing Policy.
- Information Sharing Policy (internal and external exchange of information)
- Looked After Children Policy inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in our school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.
- Intimate Care and Care Plan Policy – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied Travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme.
- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-Being and Fundamental British Values.
- Relationship Education Policy (Primary) inclusive of Health Education content.

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

Apprenticeships, Skills, Children and Learning Act 2009 (as amended)

https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2

Children Act 1989/2004

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

CP Referral Form

https://www.redcar-cleveland.gov.uk/children-and-families-services/concernsabout-a-child

Data Protection Act 2018

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

DfE Statutory framework for the Early Years Foundation Stage (EYFS) Jan 2024

https://www.gov.uk/government/publications/early-years-foundation-stageframework--2

Education Act 2002 Section 175

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

Education (Independent School Standards) Regulations 2014

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

Education and Training (Welfare of Children) Act 2021

https://www.legislation.gov.uk/en/ukpga/2021/16/enacted

Equality Act 2010

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

General Data Protection Regulations, 2018

https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

Human Rights Act, 1998

https://www.equalityhumanrights.com/en/human-rights

Information Sharing: Advice for Practitioners providing safeguarding services

https://www.gov.uk/government/publications/safeguarding-practitionersinformation-sharing-advice

Freedom of Information Act 2000

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

Keeping Children Safe in Education 2024

https://www.gov.uk/government/publications/keeping-children-safe-ineducation--2

Keeping children safe in out-of-school settings

https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

Non-Maintained Special Schools (England) Regulations 2015

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

Public Sector Equality Duty Guidance for Schools in England

https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf

Safeguarding Vulnerable Groups Act 2006

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

School attendance: Guidance for schools

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

Sexual Offences Act 2003

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

South Tees Safeguarding Children Partnership

https://stscp.co.uk/

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2023)

https://www.gov.uk/government/publications/working-together-to-safeguardchildren--2

GUIDANCE & ADVICE

Issue	Link to Guidance/Advice	Source
Abuse	Supporting practice in tackling child sexual abuse - CSA Centre	Centre of Expertise on Child Sexual Abuse
	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Forced Marriage Resource Pack	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Disrespect NoBody Campaign	Home Office website
	Tackling Child Sexual Abuse Strategy	Home Office Policy Paper
	Together we can stop child sexual abuse	HM Government campaign
Bullying	Preventing bullying including cyberbullying	DfE advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with HM Prison and Probation Service
Child Exploitation	Trafficking: safeguarding children	DfE and HO guidance
	Care of unaccompanied and trafficked children	DfE statutory guidance
	Modern slavery: how to identify and support victims	HO statutory guidance
	Child exploitation disruption toolkit	Home Office
	County Lines Toolkit For Professionals	The Children's Society
	Multi-agency Practice Principles for responding to child exploitation and extra-familial harm	Tackling Child Exploitation
Confidentiality	Gillick competency Fraser guidelines	NSPCC
Drugs	Drug Strategy 2021	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	Drug and Alcohol education – teacher guidance & evidence review	PSHE Association website
(so called) 'Honour' - Based Abuse" including	Female genital mutilation: information and resources	Home Office guidance
	Female genital mutilation: multi agency statutory guidance	DfE, DH and HO statutory guidance

FGM and forced marriage	Forced Marriage	FMU
	Forced Marriage: The right to choose	Home Office
	FGM Resource Pack	Home Office
Health and Well-Being	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England
	Supporting pupils at school with medical conditions	DfE statutory guidance
	Mental health and behaviour	DfE advice
	Overview – Fabricated or induced illness	NHS
Homelessness	Homelessness code of guidance for local authorities	Ministry of Housing, Communities & Local Government guidance
Information Sharing	Government information sharing advice	DfE
	Information Commissioner's Office: Data sharing information hub	ICO
Online safety-advice	Childnet	Childnet
	Educateagainsthate	Educate Against Hate
	London Grid for Learning	London Grid for Learning
	NSPCC E-safety for schools	NSPCC
	Safer recruitment consortium	Safer Recruitment Consortium
	Searching screening and confiscation	DfE
	South West Grid for Learning	SWGFL
	Use of social media for online radicalisation	DfE & Home Office
	Online Safety Audit Tool	UK Council for Internet Safety
	Online safety guidance if you own or manage an online platform	DCMS
	A business guide for protecting children on your online platform	DCMS
	UK Safer Internet Centre	UK Safer Internet Centre
Online Safety – Remote Education, Virtual Lessons & Live Streaming	Guidance Get help with remote education	DfE
	Departmental guidance on safeguarding and remote education	DfE
	London Grid for Learning	LGFL
	National cyber security centre	National Cyber Security Centre

	UK Safer Internet Centre	UK Safer Internet Centre
Online Safety – Support for Children	Childline	Childline
	UK Safer Internet Centre	UK Safer Internet Centre
	CEOP	National Crime Agency Command
Online Safety – Parental Support	Childnet	Childnet
	Commonsensemedia	Common Sense Media
	Government advice	
	Internet Matters	Internet Matters
	How Can I Help My Child?	Marie Collins Foundation
	London Grid for Learning	London Grid for Learning
	Stopitnow	Lucy Faithfull Foundation
	National Crime Agency/CEOP Thinkuknow	CEOP
	Parentzone	Parent Zone
	Talking to your child about online sexual harassment: A guide for parents	Children's Commissioner
Private Fostering	Private fostering: local authorities	DfE statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools and childcare providers	DfE advice
	Educate Against Hate Website	DfE and Home Office advice
	Prevent for FE and Training	Education and Training Foundation (ETF)
	Extremism and Radicalisation Safeguarding Resources	LGfT
	Managing risk of radicalisation in your education setting	DfE
Serious Violence	Serious violence strategy	Home Office Strategy
	Factors linked to serious violence and how these factors can be used to identify individuals for intervention	Home Office
	Youth Endowment Fund	Home Office
	Gangs and youth violence: for schools and colleges	Home Office advice
	Tackling violence against women and girls strategy-	Home Office
	Violence against women and girls: national statement of expectations for victims	Home Office
	Barnardo's	

Sexual Violence & Sexual Harassment	Lucy Faithful Foundation	
	Marie Collins Foundation	
	NSPCC	
	Rape Crisis	
	UK Safer Internet Centre	
Harmful Sexual Behaviour	Rape Crisis (England & Wales) or The Survivors Trust	
	NICE guidance	
	HSB toolkit and Shorespace	Lucy Faithfull Foundation
	NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework-	
	Contextual Safeguarding Network – Beyond Referrals (Schools)	Contextual Safeguarding Network
	Preventing harmful sexual behaviour in children - Stop It Now	Stop It Now
Support for Victims	Anti-Bullying Alliance	
	Rape Crisis	
	The Survivors Trust	
	Victim Support	
	Childline	
Toolkits	NSPCC Online self-assessement tool	
	NSPCC - Resources which help adults respond to children disclosing abuse.	
	NSPCC - Harmful sexual behaviour framework	
	Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.	
	Contextual Safeguarding Network	
	Childnet - STAR SEND Toolkit	
	Childnet - Just a joke?	
	Childnet - Step Up, Speak Up	
	NSPCC - Harmful sexual behaviour framework	
	Addressing child on child abuse: a resource for schools and colleges	Farrier & Co
	London Grid for Learning-collection of advice	

Sharing Nudes & Semi-Nudes	UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people	
Support for Parents/Carers	National Crime Agency's CEOP Education Programme	CEOP
	Ask the Awkward – help to talk with your children about online relationships	CEOP