

{Enter Name} Primary School Safeguarding and Child Protection Policy September 2020

Adoption Arrangements and Date

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body:	Board of Trustees	Adopted:	August 2020
Local Review Body:	Local Governing Body	Adopted:	September 2020
Leadership Grp Responsibility:	CEO	Date of next review:	August 2021 1 year or in response to new national guidance
Policy Type:	Statutory	Review period:	national guidance

This is a **Level 2 Policy** against the Trust Governance Plan.

This procedure was adopted by the Board of Trustees of Tenax Schools Trust, for implementation in all Trust primary academies on the date above and supersedes any previous Safeguarding Policy.

This policy has been written in accordance with:

Education & Young People's Services Directorate
EDUCATION SAFEGUARDING TEAM
SAFEGUARDING POLICY FOR SCHOOLS
KCSIE September 2020
Working Together to Safeguard Children July 2018
based on DfE guidance for implementation in September 2020

{Enter Name} Primary School
Safeguarding and Child Protection Policy
based on Keeping Children Safe in Education DfE guidance September 2020 (KCSIE)
Draft issued on 1/09/2020

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Key Contact Personnel in School

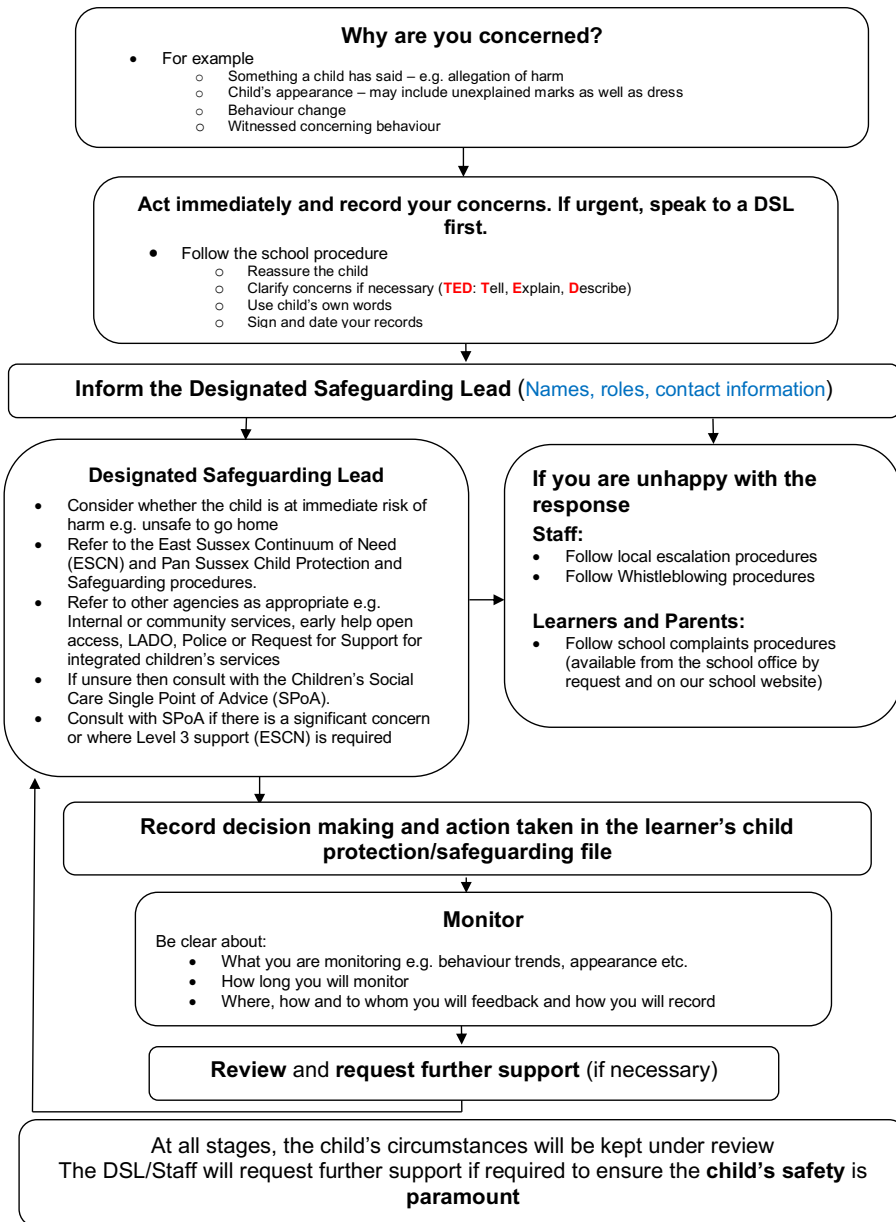
Role	Name	Contact Details
School Designated Safeguarding Lead (DSL)		
School Deputy Safeguarding Lead(s)		
Nominated governor for safeguarding and child protection		
Chair of the Local Governing Body		[via clerk to the trustees] insert
Trust Primary School Executive DSL	Rachel Green	01892 722929/07383 518543 rgreen@tenaxschoolstrust.co.uk
Nominated Trustee for safeguarding and child protection	Lady Jaqueline Evans	[via clerk to the trustees] campbell@tenaxschoolstrust.co.uk

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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What to do if you have a welfare concern in {Enter Name}PSchool



1. Introduction and Ethos

- All of us at {Enter Name} Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff working with children at {Enter Name} Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- {Enter Name} Primary School recognises the importance of providing an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our core safeguarding principles are:
 - **Prevention**
 - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection**
 - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support**
 - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
 - **Working with parents and other agencies**
 - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- {Enter Name} Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE Keeping Children Safe in Education 2020 (KCSIE)

- Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' 2019
 - Framework for the Assessment of Children in Need and their Families 2000)
 - Pan-Sussex Child Protection and Safeguarding procedures
 - Early Years and Foundation Stage Framework 2017 (EYFS)
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
 - The way {Enter Name} Primary School is currently operating is in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
 - We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

3. Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- {Enter Name} Primary School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children Missing Education (CME)
 - Child missing from home or care
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation
 - Contextual Safeguarding (Risks outside the family home)
 - County Lines
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse

- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2020)

4. Related Safeguarding Policies

- This policy is one of a series in our school's integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below: *Please note you should amend these details according to your individual documents etc.*
 - Behaviour management, linked to the use of physical intervention
 - Online Safety; Social media and Mobile technology
 - Anti-Bullying
 - Data protection and Information sharing
 - Image use
 - Relationship and Sex Education (RSE)
 - Personal and intimate care
 - Health and safety, including plans for school reopening
 - Attendance
 - Risk assessments (e.g. school trips, use of technology, school re-opening)
 - First aid and accidents
 - Managing allegations against staff
 - Staff behaviour policy/Code of Conduct, including Acceptable Use of Technology Policies (AUP)
 - Safer recruitment
 - Whistleblowing

5. Policy Compliance, Monitoring and Review

- {Enter Name} Primary School will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. Additional copies of this can be found on our website, in our staff room and on our staff intranet.
- Parents/carers can obtain a copy of our Child Protection Policy and other related policies on request. Additionally, our policy can be viewed via the school website.
- This policy forms part of our school development plan and will be reviewed annually by the Trust Board which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and headteacher will ensure regular reporting on safeguarding activity and systems to the local governing body. The local governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

6. Key Responsibilities

- The Trust Board and members of the local governing body have read and will follow KCSIE 2020.
- Our school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that our school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Trust Central Team and school leadership team will ensure that the Designated Safeguarding Lead is supported in their role.

6.1 Designated Safeguarding Lead (DSL)

- {Enter Name} Primary School has appointed a member of the leadership team (name, role) as the Designated Safeguarding Lead (DSL). Additionally, we have appointed Deputy DSLs (name, role) who will have delegated responsibilities and act in the DSLs absence.
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems at {Enter Name} Primary School. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
 - Act as the central contact point for all staff to discuss any safeguarding concerns
 - Maintain a confidential recording system for safeguarding and child protection concerns
 - Coordinate safeguarding action for individual children
 - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
 - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
 - Ensure that locally established procedures as put in place by the East Sussex Safeguarding Children Partnership (ESSCP), including referrals, are followed, as necessary.
 - Represent, or ensure that {Enter Name} Primary School is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
 - Manage and monitor the school's role in any multi-agency plan for a child.
 - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

6.2 Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand their school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

6.3 Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school's safeguarding policies and practice.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

6.4 Parents and Carers

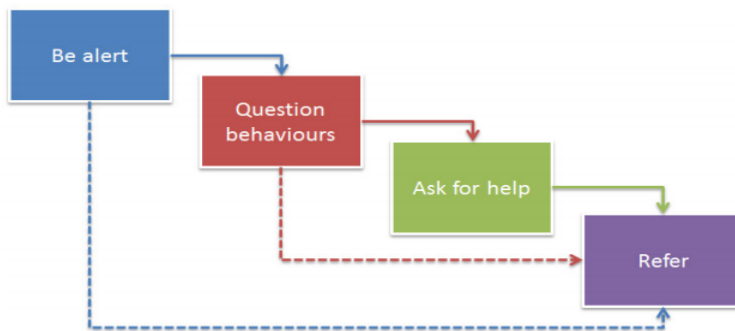
Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school and other agencies.

7. Recognising Indicators of Abuse and Neglect

- All staff in {Enter Name} Primary School are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the East Sussex Continuum of Need.
- {Enter Name} Primary School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
 - Physical abuse

- Sexual abuse
 - Emotional abuse
 - Neglect
 - For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



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

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviours’ may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children offsite. Children can also be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

8. Child Protection Procedures

- {Enter Name} Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- {Enter Name} Primary School adheres to the Pan Sussex Child Protection and Safeguarding procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found in appendix

- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- {Enter Name} Primary School is part of Sussex Police Operation Encompass. This means we work in partnership with Sussex Police to provide support to children experiencing domestic abuse.
- {Enter Name} Primary School recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with ESSCP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children's Social Care Single Point of Advice (SPOA) and/or the police in line with ESSCP procedures.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker via SPoA (who are the first point of contact for Children's Social Care).
- In the event of a request for support to the SPoA being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by ESSCP.
 - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service, the Trust Primary School Safeguarding Lead or via consultation with a social worker via SPoA. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support via SPoA if the situation does not appear to be improving or is getting worse.
- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following East Sussex' escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

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9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on {Enter Name} Primary School's safeguarding [incident/concern form/system](#) and pass them without delay to the DSL. A body map will be completed if injuries have been observed.
 - If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- **Incident/Welfare** concern forms are kept **list location of where this is kept in school e.g. in the staff room, school office, shared area on staff network/intranet etc. or including specific electronic recording system details.**
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the

member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/college, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

10. Multi-Agency Working

- {Enter Name} Primary School recognises and is committed to its responsibility to work within ESSCP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- {Enter Name} Primary School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to ESSCP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

11. Confidentiality and Information Sharing

- {Enter Name} Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The headteacher or DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- {Enter Name} Primary School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. [List details of DPO here.](#)
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).

- DfE Guidance on Information Sharing (July 2018) provides further detail and can be found on the staff intranet.

12. Complaints

- {Enter Name} Primary School has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website, staff intranet and in the school office.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found on the staff intranet, in the school office and on the school website etc.

13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers safeguarding information for all staff.
 - School leaders, including the DSL will read the entire document.
 - School leaders and all members of staff who work directly with children will access annex A, within Keeping Children Safe in Education 2020.
 - All members of staff have signed to confirm that they have read and understood KCSIE. A copy of this declaration can be found in the school office and is annotated on the school central register.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of our internal safeguarding processes as part of their induction.
- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates for example, via email, e-bulletins, staff meetings at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of our school's expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape our school's safeguarding arrangements and child protection policies: via input from knowledgeable and experienced staff, inviting input at staff meetings and via regular reviews.
- The DSL and headteacher will provide an annual report to the local governing body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.
- Although the school/college has a nominated lead for the governing body, all members of the local governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school behaviour policy and code of conduct.
- Staff will be made aware of our behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to the relevant school policies including staff behaviour policy, Code of Conduct and Acceptable Use Policies and procedures.

15. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- {Enter Name} Primary School will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- {Enter Name} Primary School will also ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

16. Safer Recruitment

- {Enter Name} Primary School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- {Enter Name} Primary School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS):
- The Trust Board, local governing body and the leadership team are responsible for ensuring that our school follows safer recruitment processes outlined within guidance.
- {Enter Name} Primary School maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The leadership and management team will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

- Our school is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

17. Allegations Against Members of Staff and Volunteers

- {Enter Name} Primary School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff (including supply teachers) and visitors to behave in a way that:
 - indicates they have harmed a child, or may have harmed a child;
 - means they have committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. The leadership team at {Enter Name} Primary School will take all concerns or allegations received seriously.
- Allegations should be referred immediately to the headteacher who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the headteacher, staff are advised that allegations should be reported to the chair of governors/Primary Lead who will contact the LADO. The chair of governors will ensure that the Trust Primary Lead is made aware of any allegations referred to them.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of our Whistleblowing procedure. This can be found on the school website and on the staff intranet. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- {Enter Name} Primary School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been

removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

- If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

18. Safeguarding Children with Special Educational Needs and Disabilities

- {Enter Name} Primary School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENCco/Inclusion Manager ([Name](#)) to plan support as required.
- {Enter Name} Primary School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

19. Peer on Peer Abuse

- All members of staff at {Enter Name} Primary School recognise that children are capable of abusing their peers. {Enter Name} Primary School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- {Enter Name} Primary School recognises that peer on peer abuse can take many forms, including but not limited to:
 - bullying (including cyberbullying)
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - sexting (also known as youth produced sexual imagery)
 - initiation/hazing type violence and rituals.
- {Enter Name} Primary School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
 - We will follow the advice as set out in the non-statutory UKCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' and local ESSCP guidance.

- When responding to concerns relating to child on child sexual violence or harassment, our school will follow guidance outlined in part five of KCSIE 2020 and [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#).
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by:
 - providing pastoral support,
 - working with parents/carers, and
 - in cases of sexual assault, informing the police and/or SPoA.

20. Gangs, County Lines, Serious violence, Crime and Exploitation

- {Enter Name} Primary School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
 - Children who go missing for periods of time or regularly come home late
 - Children who regularly miss school or education or do not take part in education
 - Change in friendships/relationships with others/groups
 - Children who associate with other young people involved in exploitation
 - Children who suffer from changes in emotional well-being
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries

21. Mental Health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children’s experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

22. Online Safety

- It is recognised by {Enter Name} Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school. {Enter Name} Primary School will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

- {Enter Name} Primary School identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
 - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- The DSL has overall responsibility for online safeguarding within our school but will liaise as necessary with other members of staff.
- {Enter Name} Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- {Enter Name} Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 our school has appropriate policies in place that are shared and understood by all members of the community.
 - Further information reading the specific approaches relating to this can be found in our on-line and acceptable use and image use policies which can be found in the staff intranet and on our website etc.
- {Enter Name} Primary School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.
 - **Settings should list details of how this is established and achieved on site e.g. which filtering/monitoring system or approach is in place and why these decisions have been made. The [UK Safer Internet Centre](#) has published guidance as to what "appropriate" filtering and monitoring might look like.**
 - If learners or staff discover unsuitable sites or material, they are required to: **Insert details of your procedure e.g. turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.**
 - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
 - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.
 - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
 - When implementing appropriate filtering and monitoring, {Enter Name} Primary School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- {Enter Name} Primary School acknowledges that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.
 - Learners internet use will be supervised by staff according to their age and ability.
 - Learners will be directed to use age appropriate online resources, apps and tools by staff.

- {Enter Name} Primary School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- {Enter Name} Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
 - providing information on our school website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers and highlighting online safety at existing parent events.
- {Enter Name} Primary School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home in response to a full or partial closure:

- {Enter Name} Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Microsoft Teams, Class Dojo, Microsoft 365 or equivalent.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school's behaviour policy, code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. {Enter Name} Primary School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Additional guidance for DSLs and SLT regarding remote learning is available at DfE: [Safeguarding and remote education during coronavirus \(COVID-19\)](#) and The Education People: [Remote Learning Guidance for SLT](#)

23. Curriculum and Staying Safe

- {Enter Name} Primary School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
 - We recognise that our school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to

recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- {Enter Name} Primary School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- {Enter Name} Primary School systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

24. The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the {Enter Name} Primary School's premises, the headteacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, an application to use premises will be refused.

25. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into {Enter Name} Primary School as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- {Enter Name} Primary School will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

26. Local Support

- All members of staff in {Enter Name} Primary School are made aware of local support available.

East Sussex	
Contact details for Local Authority Designated Officer (LADO)	Amanda Glover Consultation via the online portal here
Safeguarding Officer and Assistant Local Authority Designated Officer	Sue Giles Consultation via the online portal here
Referrals into Early Help and Social Care	Single Point of Advice 01323 464222 0-19.SPoA@eastsussex.gov.uk
	Emergency Duty Service – after hours, weekends and public holidays 01273 335906 01273 335905
Police	East Sussex Police Telephone: 101 (or 999 if there is an immediate risk of harm)

Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: 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
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/online-safety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk