

HIGHCLIFFE

*With belief and
hard work anything
is possible*

PRIMARY SCHOOL

HIGHCLIFFE PRIMARY SCHOOL

CHILD PROTECTION POLICY

Designated Safeguarding Lead: Nicky King

Deputy Designated Safeguarding Lead: Aimee Salter and
Katherine Hill

Designated Safeguarding Governor: Janet Marshall

Highcliffe Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Child Protection Policy

Head Teacher: Nicky King

Signature:

Chair of Governing Body: Lydia Gardner

Signature:

Date of approval: September 2024

Date of next review: September 2025

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1.0 Scope

To provide clear direction to all staff, volunteers and information to parents, in managing Safeguarding and Child Protection issues.

This document is also in line with procedures set out by the Tees Local Safeguarding Children's Board (LSCB).

Highcliffe Primary School will:

- Create and maintain a safe environment for children and young people
- Help children to understand what is and is not acceptable behaviour towards them
- Teach children about staying safe from harm
- Teach them how to speak up if they have worries or concerns

Through their day-to-day contact with children, all staff have a crucial role to play in identifying Safeguarding indicators or possible abuse or neglect, referring concerns to the DSL or DDSL's. Safeguarding is not just about protecting children from deliberate harm. It includes issues for school such as: pupil health & safety; school security; bullying; racist abuse; harassment and discrimination; meeting the needs of pupils with medical conditions; providing first aid; drug & substance misuse; educational visits; internet safety; relationships education and issues which may be specific to the local area such as antisocial behaviour. Therefore, this policy should be read and understood in conjunction with other school and government policies listed in Appendices A.

At all times the school will comply with the recommendations and regulations as prescribed in the current DfE publication 'Keeping Children Safe in Education' (KCSIE) or any subsequent publication.

2.0 Introduction

Governors and staff of Highcliffe Primary School fully recognise their responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of our pupils, to minimise risks and to work together with external agencies to ensure effective arrangements are in place to identify, assess and support children who are suffering harm.

This policy was written and is to be read and understood by all staff within the school as a mechanism to support safeguarding along with Part 1 of Keeping Children Safe in Education and Annexe A.

3.0 Safeguarding

The school's main aim is to provide a safe, secure and stable base for children helping to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school.

To achieve this aim Highcliffe Primary School will:

- Provide an environment where children feel they can learn and develop and in which they feel safe, are encouraged to talk and are listened to;

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- Expect all staff to:
 - annually read and sign that they understand the current DfE document Keeping Children Safe in Education (Part 1);
 - read and sign that they understand the contents of Annexe A in Keeping Children Safe in Education.
- Expect all Governing Body members to read and sign the complete KCSIE 2024;
- Ensure Safer Recruitment and Vetting practices are followed, therefore checking the suitability of staff and volunteers who wish to work with our children;
- Raise awareness of Safeguarding/Child Protection issues to staff, parents and children via regular and effective training provided by the LCSB and other appropriate agencies e.g. NSPCC, Barnardos;
- Ensure there is effective communication between staff on Safeguarding matters via CPOMs; initial agenda item during Staff Meetings and SLT Meetings and weekly Designated Safeguarding Team Meetings
- Ensure that all staff and governors receive annual safeguarding training to raise awareness, defining their roles and responsibilities in reporting abuse;
- Provide and maintain an environment where children feel safe, are encouraged to talk and are listened to;
- Help equip children with skills needed to keep themselves safe;
- Develop, implement and review policies and procedures in relation to Safeguarding;
- Train and raise awareness of all staff, defining their role and responsibilities in regard to Safeguarding and Child Protection;
- Identify children who are suffering or who are likely to suffer significant harm and respond appropriately;
- Report cases or suspected cases of abuse to First Contact, Social Care;
- Work in partnership with parents/carers and other professionals to provide coordinated support and help to protect children who are subject to protection plan, and work in partnership with Social Care when undertaking Section 17 & Section 45 assessments;
- Work in partnership with the Virtual Head-teacher with regard to Looked After Children;
- Help children to understand what is and what is not acceptable behaviour towards others and themselves;
- Provide a curriculum and ethos that aims to prevent children from being drawn into radicalisation, extreme behaviour or acts of terrorism. School will work in partnership with the Channel panel set up by the Local Authority.

In our school we respect our children. The ethos is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. At Highcliffe, we promote a positive, supportive and secure environment that gives children a sense of being valued while developing their understanding and awareness of resilience.

The school plays an essential role in developing children's self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that they have a range of strategies to ensure their own safety. An ethos exists where staff support the empowerment of children to talk to a range of staff when they are facing difficulties and to raise comments, complaints and feedback about their school experience. Children at Highcliffe Primary School will be listened to and their concerns taken seriously and issues will be quickly acted upon.

Our teaching of personal, social and health education citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

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We aim to identify and meet every child's needs. We recognise that abuse and neglect can result in under achievement. We strive to ensure that all our children make good educational progress.

4.0 Child abuse can take a variety of forms:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, in accordance with KCSIE 2024, as:

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

1 Physical abuse involves:

- hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm.
- It can also include non-accidental injury to a child (NAI) including deliberate poisoning e.g. by drugs or alcohol, or where injury was knowingly not prevented.
- This also includes honour-based violence (HBV), which is a violent crime or incident which may have been committed to protect or defend the honour of the family/ community.
- Female genital mutilation (FGM), which is defined as 'all procedures involving partial or total removal of the external female genitalia or other female genital organs' for non-medical reasons (all staff are aware that any referrals of suspected FGM are to be made by the member of staff concerned and not the Designated Safeguarding Lead);
- Fabricated or Induced illness.

2. 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.

3. Emotional abuse

- a. the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- b. 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.
- c. 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.
- d. 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.

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- e. It may involve seeing or hearing the ill-treatment of another.
- f. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- g. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4. Neglect

- a. 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.
- b. 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.
- c. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Behaviours linked to the likes of drug taking, alcohol abuse and truanting put children in *immediate danger*.

5. Children Missing from Education (CME)

Any child failing to attend school regularly, or has been absent without school's permission for a continuous period of 10 school days or more.

The School's responsibility in this area also extends to:

- a. Parents who choose to home educate their children
- b. Families who move away from the area
- c. Children who are medically unfit to attend school
- d. Children who are permanently excluded
- e. Children who are in custody for more than four months
- f. Children who 'run away' from home or go missing

The school follows the Local Authority's School Procedures for reporting children who have been admitted to or removed from the school's register each week and for reporting children missing from education. Charlotte Carney is delegated responsibility for completing these returns.

6. Preventing Radicalisation

Children who are at risk of radicalisation or being drawn into or supporting terrorism and forms of extremism.

7. Supporting children with special educational needs (SEN) and disabilities

who can face additional Safeguarding challenges.

- a) Children with additional special educational needs are vulnerable to all the definitions of abuse.
- b) How the school identifies these young people is outlined in the school's SEN policy and the school strives to keep these children safe.

8. Children In Our Care-

- a) The most common reason for children becoming looked after is as a result of abuse and/or neglect.

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- b) Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- c) They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

9. Other commonly displayed signs or symptoms of abuse:

- significant changes in behaviour
- deterioration in general well being
- unexplained bruising, injuries or marks
- signs of neglect
- comments which children make which give cause for concern
- reluctance to go home
- unusual behaviour, tiredness, inability to concentrate
- peer on peer abuse – bullying, cyber bullying and gender issues which includes girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence – see anti-bullying policy
- sexually explicit behaviour during play, or in their use of language or in role play
- refusal to communicate or becoming extremely withdrawn
- persistent complaints of stomach pains, enuresis soiling
- self-mutilation, excessive attention seeking
- truancy or running away from home
- receipt of expensive 'gifts' such as clothing, mobile phones, money (with particular relevance to Child Sexual Exploitation)
- voicing opinions on extremist themes in lessons and discussions

10. Child on Child Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Staff and Governors recognise that children are capable of abusing their peers.

- **Physical abuse** e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.
- **Sexually harmful behaviour/sexual abuse** e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates as it for the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language or inappropriate role play to sexually touching another or sexual assault/abuse.
- **Bullying** (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

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Bullying involves an imbalance of power between the perpetrator and the victim. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or on-line.

The school's approach to dealing with bullying incidents of any kind is outlined in the School's Anti-Bullying Policy

- **Cyber bullying** Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.
- **Sexting** is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.
- **Initiation/Hazing.** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.
- **Prejudiced Behaviour** The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual)

It is important that all staff deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; staff will not use the word perpetrator as this can quickly create a 'blame' culture and leave a child labelled. All staff understand what constitutes as peer on peer abuse and are aware of how to deal with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

If after gathering the relevant information, the school believes that any young person is at risk of significant harm, a safeguarding referral to social care will be made. Where a crime has been committed, the Police will also be involved.

The school has a number of policies that should be read in conjunction with the Child Protection Policy

1. Anti-bullying Policy
2. Diversity and Equality Policy
3. E-safety Policy

5.0 Early Help

As part of our curriculum provision, we ensure that children in school are taught to keep themselves safe, e.g. through anti-bullying work, PSHE (including Healthy eating, keeping safe, drug abuse, e-safety, SRE, visitors such as the police, the Fire Brigade, NSPCC, Child line).

We also recognise that all families may have times when they need support and have a range of preventative strategies in place. This includes: having an open door policy where parents can discuss

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concerns as they arise: signposting parents to outside agencies; parental questionnaires, consultation evenings, regular family events and working closely with external agencies such as: The Specialist Teaching Service, Educational Psychologists, Social Services and Early Help, School Nursing Service, CAMHS, The Link, Speech and Language, and Education Welfare Service.

We listen to the voice of the child to identify children who are vulnerable or are a cause for concern. The PSHCE curriculum gives children the opportunity to talk about a wide range of issues. At termly Pupil Progress Meetings, the social/emotional well-being of children is considered, as well as academic progress, enabling intervention or support to be facilitated as necessary. All school staff are prepared to identify children who would benefit from Early Help/Intervention, thereby providing support as soon as problem emerges in a child's life. Intervention could include social and emotional support through activities such as: Thrive, Nurture or opportunities to work with the school counsellor (they also work with parents/carers and families).

The Designated and Deputy Safeguarding Leads have completed a wide range of Safeguarding Training and all staff in school have received training on Child Protection, PREVENT and Reporting and Recording.

School will assess the needs of children against the Threshold continuum of need. Where it is felt that an inter-agency approach is needed, we may work with families to write a CAF (Common Assessment Framework) and make referrals to the Early Help Team. Advice may be sought from the school nurses and the CYPS team. The Designated Safeguarding Lead attends regular multi-agency child protection meetings where local professionals work together to improve outcomes for vulnerable pupils.

Referrals are made to the Designated Safeguarding Lead where a child discloses any form of abuse, or incidents that are a cause for concern including potential domestic, alcohol or drug abuse that may be taking place inside the home. Operation Encompass is an initiative run by Cleveland Police who inform school of any reported domestic abuse incident within a 24 hour period.

Where there are concerns about radicalisation, the police are contacted on 101, who will talk to the child/family.

For children with Special Educational Needs or Disabilities, support is given to children and parents as required e.g. the school may facilitate additional visits to secondary school or a child might receive support from a teaching assistant to prepare additional visits to a new class to smooth the transition process. In addition, the SEND Coordinator offers regular appointments to discuss provision, progress and concerns with parents/carers of children with SEND.

The available evidence on the extent of abuse among disabled children suggests that disabled children are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risks of both abuse and neglect. The school will help parents and carers of children with disabilities to get the support they need and ensure that children understand personal safety issues.

For more information about support for SEND children, please refer to the SEND Policy and School SEND Offer published on the school website.

6.0 Staff Responsibilities

6.1 The Head Teacher (also DSL) will ensure that:

- All children suspected of being drawn into extremist radical behaviour or beliefs are acted upon and will assess and appropriately refer to Social Care/ Channel panel. The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Safeguarding & Child Protection;

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- The Governing Body adopts appropriate policies and procedures to Safeguard children in the school;
- Policies and procedures are implemented by staff;
- Parents/carers are made aware each Autumn term of the Safeguarding Policies that are in place and which staff members are the DSL and DDSL;
- Sufficient resources and time are allocated to DSL and DDSL(s) to carry out Safeguarding and Child Protection effectively;
- The DSL and DDSL(s) receive appropriate training for this important role;
- All staff and adults working in school:
 - understand their Safeguarding and Child Protection responsibilities;
 - will voice their concern if they feel a child is vulnerable or at risk;
 - are fully aware of the appropriate actions within the KCSIE Flowchart
- Staff are aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional;
- Staff are aware of NSPCC Whistleblowing helpline: 0800 028 0285;
- Highcliffe Primary School develops effective working partnerships with relevant agencies and cooperate as required in regard to safeguarding children matters, including attendance at child protection conferences and other related safeguarding meetings;
- The school provides appropriate reports for Safeguarding/Child Protection meetings – where school is unable to attend, the school will submit a report;
- All information and records are kept confidentially and securely;
- Safer Recruitment and Vetting procedures are followed for all appointments of staff including those working in school in a voluntary/unpaid capacity;
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school;
- Quality assuring action takes place within school
- Liaises with Social Care and other agencies in respect of suspected child abuse;
- Where an individual staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Headteacher must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to do so is a criminal act.

6.2 Designated Safeguarding Team Safeguarding Team 2024/25

Designated Safeguarding Lead: Nicky King

Deputy Designated Safeguarding Lead: Aimee Salter and Katherine Hill

Safeguarding Governor: Janet Marshall

Governors with Special Interest: Hazel Parker; Lydia Gardner

Training

The Designated Safeguarding team:

- undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.
- 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, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- receive formal termly supervision from an external Safeguarding Consultant which focuses on the management and further development of Safeguarding within the School.

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6.3 Designated Safeguarding Lead

The DSL has responsibility for:

1. coordinating action within school and liaising with social care and other agencies;
2. all Safeguarding/CP matters and leads the Designated Safeguarding Team;
3. delegating safeguarding/child protection responsibility to DDSLs, when appropriate, to meet School need (e.g. staff absence, staff development).

The Designated Safeguarding Lead is expected to:

- Adhere to and follow procedures outlined in South Tees Local Safeguarding Board procedures;
- Refer cases of suspected abuse to the Local Authority children's social care/ Police as required;
- Undertake Prevent awareness training;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the police as required;
- Liaise with the Headteacher to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Recording, Assessment & Referrals

- Understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes such as early help assessments;
- To attend and represent school at meetings – where school is unable to attend, the school will submit a report using the school's own report frame (see Appendix D);
- Be responsible for securely managing child protection files, compiling reports, recording and sharing information appropriately;
- To develop good working relationships/links with social care and other relevant professionals;
- 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;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals.

Prevent & Radicalisation

- 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;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Promote a culture among all staff of listening to children and of taking account of their wishes and feelings.

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Supporting Staff, training and policy

- Ensure that the school has up-to-date Safeguarding and Child Protection policies to help staff recognise and identify signs of abuse (consistent with LCSB procedures) that is reviewed annually;
- Be available to staff for consultation processes including helping to identify signs and symptoms of abuse;
- Ensure that all staff receive relevant safeguarding training annually and link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Ensure that the child protection policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role that the school plays in this;
- Ensure that the curriculum contains awareness for the children around child safety issues within school e.g. -safety, healthy lifestyles, SRE, anti-bullying, diversity, tolerance, respect etc.

6.4 School Staff (teaching and non-teaching)

Protocol for if a child makes a disclosure in school.

If a staff member suspects a child may be a victim of abuse they must:

1. Listen to the child.
2. Never coach or lead.
3. Not investigate or over question the child.
4. Reassure the child that they are right to talk.
5. Inform the DSL/DDSLs immediately.
6. Record events on CPOMS (word for word where possible).

Staff Responsibilities

Staff have a responsibility to report any concerns they have about a child's safety or identified need to the DSL or DDSL(s).

- If staff members receive information by seeing/hearing something or via a third party and have any **concerns** about a child, as opposed to a child being in immediate danger, they will need to decide what action to take. They should record on CPOMS and speak to the DSL/DDSLs.
- Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead, as soon as possible.
- If after a referral, the child's situation does not appear to be improving, the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If Early Help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If Early Help and/or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If a staff member feels that a child is expressing or demonstrating extreme, radical views or behaviours, they should make the Designated Safeguarding Lead aware of their concerns
- If a member of staff, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the member of staff must report this to the police.

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- If staff have a concern about the conduct of a colleague, they have a responsibility to speak to the Headteacher directly and no one else. If the concern is regarding the Headteacher, the staff member should speak to the Chair of Governors and no one else. Failure to do so is a disciplinary offence.
- Should staff have concerns about the safeguarding practices in school, the Headteacher should be made aware of these concerns and no one else. If after raising concerns, the staff member is not satisfied with the response, the member of staff should refer to the Whistleblowing Policy
- **If a child is in immediate danger or is at risk of harm, a referral must be made to children's social care and/or the police immediately. Anyone can make a referral.**

Staff training

- Staff will receive Safeguarding and Child Protection training in their School induction.
- All staff members should receive appropriate safeguarding and child protection training which is annually updated.
- In addition, all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings) as required to provide them with relevant skills and knowledge to safeguard children effectively.

6.5 Children in Our Care Lead

- The School link lead for Looked After Children is Aimee Salter.
- The 'Virtual Headteacher' is an experienced teacher appointed by the Local authority to oversee the educational progress of all children under the care of the Local Authority. Part of their role is to ensure that Local Authority has set up arrangements for allocating Pupil Premium and early Years Pupil Premium funding to benefit looked after children. The Virtual Headteacher will liaise with Highcliffe and monitor spending and provision for those vulnerable children.

7.0 Allegations against Staff

When an allegation or cause for concern is made against a member of staff, the following action must be taken:

1. The Head Teacher should be informed immediately and provided with the associated evidence.
2. When the allegation is against the Head Teacher, then the Chair of Governors must be informed immediately and provided with the associated evidence.
3. The Head Teacher or Chair of Governors of the Academy must seek support and guidance from the local authority (LADO) and follow the '**Procedure for Managing Allegations against Staff, Carers and Volunteers**' provided by Tees Local Safeguarding Children's Board.
4. Immediate support and guidance must be sought from:
 - The Local Authority Designated Officer (LADO) – 01642 130700
 - Child Protection officer for Education – June Craven 01642 837742
 - NSPCC whistleblowing helpline – 0800 028 0285

8.0 Professional Challenge

*Professional challenge is seen as a positive activity at Highcliffe Primary School and a sign of good professional practice, a healthy organisation and effective multiagency working.

*Professional Challenge is about challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child or young person or his/her family.

*This can be either as part of a face to face meeting, over the phone or as part of a meeting.

*The Designated Safeguarding Team are aware they are able to refer to Ms K Pusztai as Primary School representative on the Local Children's Safeguarding Board.

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* The Designated Safeguarding Team are aware of and follow the 'Tees Procedures Professional Challenge Guidance.'

9.0 Staff and Governor Training

1. All staff and governors at Highcliffe Primary School receive Safeguarding and Child Protection training which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB).

2. Training covers areas such as:

- Awareness Raising;
- Signs and Symptoms;
- Internet Safety;
- Prevent;
- Other appropriate Safeguarding/Child Protection courses.

3. Staff are trained to ensure that they are able to identify incidents that are a cause for concern and incidents that pose an immediate danger or risk of harm to children, along with the appropriate safeguarding procedures to follow.

4. Newly appointed staff receive Safeguarding training within the Highcliffe Primary School induction programme and attend specific courses facilitated by the Local Authority.

5. Staff at Highcliffe Primary School also undertake Safeguarding E-learning courses promoted by the LSCB.

6. The DSL and DDSs receive new and refresher Safeguarding & CP training on an annual basis including LSCB facilitated courses and nationally recognised on-line courses (e.g. Prevent).

7. The Head Teacher and some members of the Governing Body have completed Safer Recruitment and Vetting training.

10.0 Confidentiality

Confidentiality and trust is maintained as far as possible. Staff act on the basis that the welfare of the child is paramount.

The degree of confidentiality will be governed by the need to protect the child: personal information will be shared where it is necessary to protect the child (1998 Data Protection Act).

11.0 Minimising Risks to Children

- All staff must read Keeping Children Safe in Education (September 2024) yearly;
- Staff conduct:
 - Staff will not initiate physical contact with a child except in circumstances where a child is showing immediate signs of being upset e.g. following an accident. Here, the staff member, where possible' will seek to ensure any physical contact is witnessed by a third party and is not prolonged in nature.
 - Staff will not discuss with children details about their personal life or relationships they hold outside of school in any depth.
 - Staff will not seek relationships with children outside of school, including relationships through social media.

Child Protection Policy

- Staff will not communicate by phone, email or social media directly with any child on roll except through the school's official email accounts where all communication is tracked.

12.0 Monitoring and Review

The Governing Body will ensure that Highcliffe Primary School undertakes the following:

- An annual review its Safeguarding and Child Protection Policy;
- Identifies a senior member of staff as Designated Safeguarding Lead;
- Reviews annually the workload of the Designated Safeguarding Lead by requesting an update of Safeguarding work undertaken within the termly Head Teacher's Report;
- Supports the Head Teacher in all Safeguarding matters as felt appropriate;
- Monitors and evaluates the safeguarding training that staff receive;
- Reviews all aspects of safeguarding children/working practices and develops and refines them as required.

This policy should be read in conjunction with:

- 'Working Together to Safeguard Children 2023' The guidance is available via the following link: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- "Keeping Children Safe in Education" (September 2024) - statutory guidance for Schools and Colleges:
https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_child_safe_in_education_2024.pdf

APPENDIX A

When reading this document, please be aware of the following related documents which work alongside this Safeguarding & Child Protection Policy:

National Publications

1. Tees Local Safeguarding Children Procedures accessed at www.teescpp.org.uk
2. DFE Working together to safeguard children
3. DFE What to do if you are worried a child is being abused
4. DFE Information sharing
5. DFE Disqualification under The Childcare Act 2006
6. DFE Keeping children safe in education-information for all school and college staff-
7. DFE Children Missing in Education
8. Children's Act
9. Children's Education Act
10. The Counter Terrorism and Security Act
11. Procedure for Managing Allegations against Staff, Carers and Volunteers- South Tess LSCB
12. Safeguarding Children in Education
13. The Sexual Offences Act 2002
14. Section 5B (Female Genital Mutilation) 2003
15. Data Protection Act (1998)
16. Procedure for Managing Allegations against Staff, Carers and Volunteers –Tees LSCB
17. Prevent Duty
18. Redcar and Cleveland Children Missing Education Procedures

Child Protection Policy

Highcliffe Primary School Policies

1. Anti-bullying Policy 2024
2. Race Equality Policy 2024
3. Equality and Diversity Policy 2024
4. Harassment Policy 2024
5. Staff Handbook & Code of Conduct 2024
6. Staff Disciplinary Policy 2024
7. Staff Recruitment Policy 2024
8. Whistle Blowing Policy 2024
9. E Safety Policy 2024
10. Attendance Policy 2024
12. Health and Safety Policy 2024
13. Confidentiality and Information Sharing Policy
14. Guarding Against Radicalisation & Extremism Policy 2024
15. Medical Policy 2024
16. Mobile Phone Policy 2024
17. Data Retention Policy 2024
18. Educational Visits Policy 2024
19. Single Central Register 2024

Child Protection Policy

Highcliffe Primary School CIN/Multi-agency Meeting notes



Name of Pupil:

DoB:

Attendance	Latest attendance figures including lates, absence and dates/reasons for absence
Health	Does the child have any health needs?
Educational/ Academic	Current academic levels and progress; any details of SEND and needs
Emotional and Behavioural	Are they happy? Are there any behavioural issues? General attitude
Relationships (family and friends)	What are their friendship groups in school?
Presentation and Care	How do they present at school? Is the child confident? Do they have age appropriate self-care skills?
Identity	Do they talk about their family? Is the child comfortable about own identity?

Child Protection Policy

Any other information to be shared	Only include factual information that provides a fuller picture and add to the report
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Compiled by:

Date:

PROTOCOL FOR DSL Leaving School Site

Each school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The Designated Safeguarding Lead for Highcliffe Primary School 2024-2025 is Nicky King.

This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead should liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children*. **There should always be cover for this role.**

There are occasions when the Designated Safeguarding Lead leaves school the site at a time when the school is open to children. These times include attendance at Strategy Meetings, Case Conferences and LCSB Safeguarding training.

When leaving site the DSL-

- must inform a DDSL(Aimee Salter/Katherine Hill)
- *show absence on Outlook Calendar
- *must informing administrative staff

For any prolonged period of absence due to illness, a DDSL will assume the position of DSL and carry out the responsibilities held as part of that role.

Child Protection Policy

Professional Challenge

Child protection work is stressful and complex, as well as involving uncertainty, and strong feelings.

To ensure that the best decisions are made for children the professionals working in such a difficult area need to be able to challenge each other's practice.

Challenge is not comfortable so a system for such challenge should be available.

The system should explain how to challenge, who to contact, gives permission for it and see it as a legitimate, normal part of professional work between partner agencies.

Purpose

- To establish processes to ensure a culture which promotes professional challenge.
- To ensure that staff in all agencies are competent and confident in challenging practice in the child's best interests.

Introduction

Professional challenge is a positive activity and a sign of good professional practice, a healthy organisation and effective multiagency working.

Being professionally challenged should not be seen as a slur on the person's professional capabilities.

Many serious case reviews, both nationally and locally, have identified an apparent reluctance to challenge interagency decision making. The serious case reviews have often identified one, if not more, professional(s) who is/are concerned with a decision made by a different agency. However, the serious case reviews have identified that their concerns have not been followed up with robust professional challenge which may have altered the professional response.

Professional challenge and critical reflection about the focus and intended outcome of intervention should include questioning and being open to professional challenge from colleagues as well as being confident to challenge others.

Professional challenge is a fundamental professional responsibility. In this context it is about challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child or young person or his/her family.

Many professional challenges will be resolved on an informal basis by contact between the professional raising the challenge (or their manager) and agency receiving the challenge and will end there.

Child Protection Policy

How should a professional make a challenge?

1. Any professional who is unhappy about the decision/action should contact the professional who made the decision/took the action to express their views and concern and discuss/explore the basis of that decision.
2. If the issue cannot be resolved between them both professionals should raise the issue with his/her manager/Named professional.
3. If the manager considers it appropriate an interagency meeting should be held between the agency raising the professional challenge and the receiving agency to discuss the different views. At this point the LSCB Business Support Team should be notified of the nature of the professional challenge.
4. If the issue cannot be resolved at this interagency meeting the worker's manager should discuss it with the relevant head of service.
5. If resolution still cannot be found, the relevant head of service should raise the issue with the agency's representative on the Local Safeguarding Children Board.

The threshold for reporting the use of professional challenge to the LSCB

The threshold for reporting professional challenge to the LSCB is when it becomes necessary to move to stage 3 above. (i.e. it has not been possible to satisfactorily resolve the issue at stages 1 and 2 and an interagency meeting is held between the agency raising the professional challenge and the receiving agency to discuss the different views).

In summary the system is to raise the difference with the worker concerned.

If agreement is not possible go to their line manager and record concerns

If there is still no agreement contact the Designated Safeguarding Team.

And if still no resolution take the matter to the LSCB.

That can be done through the head teacher representatives on the safeguarding board.

Record discussions at each step on the child's file.