



2020-21

Child Protection Policy and Procedures

Hudson Road Primary School

Person responsible for this policy: **Mrs C Westgate**
Governor with responsibility for this policy: **Mrs L Briggs**
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Document Control

| Date changes made | Changes Made by | Details of substantive changes |
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Who's who?

The following people are responsible for child protection and safeguarding at Hudson Road Primary School and their roles and responsibilities are identified throughout this policy.

2020-21 – At this school

| Role | Name | Contact details |
|-------------------------------------|--------------------|--|
| Headteacher | Mrs Cathy Westgate | Telephone 0191 5143434 Email Hudson.road.primary@schools.sunderland.gov.uk For general enquiries and to contact governors. Cathy.westgate@schools.sunderland.gov.uk Andrew.trewick@schools.sunderland.gov.uk Maria.mcgrory@schools.sunderland.gov.uk Angela.carling@schools.sunderland.gov.uk Gail.rostrun@togetherforchildren.gov.uk |
| Chair of Governors | Mr Simon Henry | |
| Designated Safeguarding Lead | Mrs Cathy Westgate | |
| Deputy Designated Safeguarding Lead | Mr Andrew Trewick | |
| Link Governor for Safeguarding | Mrs Lindsay Briggs | |
| Designated Teacher for LAC and PLAC | Mrs Maria McGrory | |
| Senior Mental Health Lead | Mr Andrew Trewick | |
| Prevent SPOC (School) | Mrs Angela Carling | |
| Early Help Lead | Ms Gail Rostrun | |

2020-21 – Other significant agencies

| Role | Name | Contact details |
|---|--|--|
| Children's Social Care | Integrated Contact and Referral Team | 0191 520 5560 |
| Early Help | Early Help Allocations and Advice Team | 0191 561 4084 |
| Your Locality Child Protection Team | Coalfields North Central Washington | 0191 561 6635 0191 561 7088 0191 561 7129 0191 561 3147 |
| Designated Officer (formerly LADO) | Danielle Rose | 0191 561 7198 0191 561 3901 |
| PREVENT Co-Ordinator (TfC) | Paula Steel | 0191 520 5560 |
| School Improvement Officer (Safeguarding) | Ronnie Lynn | 07557 801 273 |

We believe

At Hudson Road Primary School ('the school') we are committed to safeguarding and promoting the welfare of all children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The purpose of this policy statement is:

- to protect children from harm and promote their welfare – children who feel safe can achieve more.
- to provide governors, staff, children and their families with the overarching principles and our approach to keeping children safe.
- to support our understanding and implementation of Keeping Children Safe in Education 2020.

The welfare of all children is paramount regardless of age, gender, culture, language, race, ability, sexual identity, or religion.

This policy applies to anyone working on behalf of the school including those commissioned to deliver services on the school's behalf, peripatetic and supply staff and students.

We take our responsibility to keep children safe seriously.

We define

Safeguarding 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.
- taking action to enable all children to have the best outcomes.

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019)

Child Protection as:

- Processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Abuse as:

- A form of maltreatment involving causing harm or failing to protect a child from harm.

Neglect as:

- 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. Children as:
- Everyone under the age of 18.

Parents as:

- Birth parents and other adults in a parenting role e.g. step-parents, foster carers, adoptive parents.

Staff as:

- All staff onside including; ancillary, peripatetic, supply, self-employed, contractors, volunteers, students, governors and trustees.

We will achieve

A culture of safety, equality and protection

We will do this by:

- Recognising that all children have the right to grow up free from abuse and harm.
- Having conversations with and listening to children and families as early as possible.
- Empowering our families, recognise their strengths and support them to build resilience.
- Promoting joint working with parents and carers in the interest of children's welfare.
- Following safe recruitment procedures to ensure that staff are carefully selected, vetted and have the relevant qualifications and experience.
- Ensuring that all staff are aware of and accept responsibility for helping to prevent the abuse of child.
- Having a Designated Safeguarding Lead (DSL) on our Senior Leadership Team (SLT) who takes ultimate responsibility for children's protection, safety and well-being.
- Support all staff in to identify concerns and inform the Designated Safeguarding Lead.
- Responding quickly and appropriately to all suspicions or allegations of abuse using [Sunderland SSCP Threshold Guidance](#).
- Providing parents, carers and children with the opportunity to voice any concerns they may have. This includes having knowledge of, and ensuring children have access to their preferred methods of communication and that staff are trained in a variety of communication tools.
- Adopting positive behaviour management strategies.
- Regularly reviewing the effectiveness of the school's Child Protection Policy and Procedures, including this procedure.
- Working in partnership with external organisations and professionals to ensure that children are protected.
- Creating a culture of learning and reflection by reviewing what we do well, what we could do better and what we can learn from any "near misses."



Our safeguarding priorities

We firmly believe all safeguarding issues are significant and each issue will be dealt with using the same rigor and tenacity. We have highlighted the following issues as a priority for **Hudson Road Primary School**.

1. Domestic abuse – due to high levels of domestic abuse in Sunderland, and the large number of Operation Encompass notifications we receive, it's important that we work closely with Operation Encompass and the Next Steps team, teaching children about appropriate relationships and offering discreet support to victims.
2. Neglect – we submitted a large number of referrals because of concerns about neglect in 2019/20. As a result we are offering Early Help to families at the right time and working with partners such as Gentoo we can support families before they reach crisis point.
3. Extra Familial Harm-children are at risk of abuse or exploitation outside their families either online or in their local community. Pupils tell staff that they are concerned about racism and peer pressure around risk taking and anti social behaviour in their local neighbourhood. We will give our pupils the help they need to keep themselves safe in their neighbourhood and online.

Our roles and responsibilities

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.' (Working Together to Safeguard Children 2018)

The Governing Body:

- Ensures the school meets its statutory obligations to keep children safe including ensuring policies and procedures are in place to manage safeguarding concerns and allegations against staff.
- Appoints a governor to take overall responsibility for safeguarding and act as a link between the Governing Body, Headteacher and Designated Safeguarding Lead.
- Ensures the Designated Safeguarding Lead (DSL) and Deputy have the appropriate level of authority, additional time, funding, training, resources and supervision to be effective in their role
- Has read and understands KCSIE 2020 – and ensures all staff do the same.
- Ensures children are kept safe online – we will do this by ensuring we have the appropriate filtering and monitoring and teach online safety were possible.

The Headteacher:

- Ensures this policy and all other related policies are reflective of the school, fully understood and applied by all staff.
- Ensures the DSL and any deputies have appropriate time, funding, training, resources and supervision to be effective in their role.
- Ensures any allegations against staff are dealt with promptly and promptly and will liaise with the Designated Officer (DO) where appropriate.

- Informs Together for Children of any changes to the Designated Safeguarding Lead and deputies.

The Designated Safeguarding Lead and Deputy:

- Are members of the Senior Leadership Team and take lead responsibility for safeguarding and child protection (including online safety) at this school.
- Are able to provide support and advice to all school staff in relation to child welfare and protection matters.
- Are able to take part in Strategy Meetings, Child Protection Conferences and other inter-agency meetings.
- Ensure all concerns for children are recorded appropriately using CPOMS an online system.
- Undertake training to ensure they have the appropriate skills and knowledge to undertake this role. This will include Experienced DSL training delivered every two years but will also ensure they attend training at least annually.
- Keep up to date with the latest information through newsletters, briefings, conferences and other meetings and share relevant learning with other staff.

For a full list of the DSL's responsibilities please see Annex B - Role of the designated safeguarding lead in KCSIE 2020.

Here's a summary of some of the DSL responsibilities:

- Ensure cases of suspected abuse are referred to Children's Social Care.
- Support staff to make referrals to Children's Social Care.
- Refer cases to the Channel / PREVENT programme where there are concerns for radicalisation.
- Refer cases where a member of staff has left due to risk/harm to children to the Disclosure and Barring Service.
- Act as a single point of contact for the three safeguarding partners (Police, Health and Local Authority/Together for Children).
- Keep the Headteacher informed of any issues if not Headteacher leading – especially those open to Section 47enquiries.
- Liaise with the 'case manager' and Designated Officer (DO) for child protection concerns involving a member of staff.
- Liaise with all staff on matters of safety and safeguarding and maintain a good working relationship with those staff.
- Develop and maintain a good working relationship with Locality Team Managers, EHAAT and other staff from Together for Children.
- Act as a source of support, advice and expertise for all staff.
- Ensure all staff know how to make a referral including to Early Help.
- Work closely with other professionals involved with individual children.
- Maintain an up to date list of those learners who are vulnerable and / or open to multi-agency working.
- Ensure all staff have read and understood Keeping Children Safe in Education (2020) and have had the appropriate safeguarding training.
- Provide termly updates to the Governing Body on safeguarding.
- Undertake an annual audit of safeguarding compliance.

It is not the role of the Designated Safeguarding Lead or Deputy to investigate or decide if a child has been abused. It is the DSL's role to refer suspected abuse to Children's Social Care and/or the Police.

Deputy Designated Safeguarding Leads:

- Are trained to the same standard as the DSL which enables them to undertake this role.
- Deputises for the Designated Safeguarding Lead and shares caseload but the specific legal responsibility rests with the Designated Safeguarding Lead.
- Attend Strategy Meetings, Child Protection Conferences and other inter-agency meetings and maintains their own caseload.

Children need all school staff and volunteers to:

- Create a culture of safety, equality and protection.
- Provide a safe environment for children to learn.
- Identify children who may need additional help / early help.
- Identify children who are experiencing or at risk of experiencing abuse or neglect and if you're not sure, speak to the DSL.
- Provide appropriate help and support to children at the right time.
- Share all safeguarding concerns with the DSL or Deputy DSL and record the concern using CPOMS.
- Take appropriate action when they are concerned about unsafe practice or have concerns about a member of staff's behaviour (see Whistleblowing Policy).
- Always think **"it could happen here"**.
- Always listen to the child and act in their best interests.
- Read and understand Part 1 of Keeping Children Safe in Education 2020.
- Maintain confidentiality where necessary but understand this should not be a reason to sharing information with the DSL.
- Never promise a child confidentiality.
- Read, understand and adhere to Safer Working Practice for Adults who work with Children and Young People in Education Settings (2020).
- Know how to make a referral to Children's Social Care and Early Help directly, if required.

When to be concerned

All staff should be aware of the definitions, signs and indicators of abuse. Abuse and neglect is often a complex issue. Often abuse, signs and indicators will crossover and interlink. Concerns for children may arise in many different situations – it's important that if you notice something, you check it out and share it. **NOTICE. CHECK. SHARE.**

What is abuse and neglect (as defined in KCSIE 2020)?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse is 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.

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect is 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, for example, 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.

Abuse and neglect can be a one-off incident or can happen over time. Abuse and neglect can take place inside and outside of the family home. Adults and children can abuse children.

Children who need Early Help

Working Together to Safeguard Children (July 2018) describes how providing early help is more effective in promoting the welfare of children than reacting later.

KCSIE (2020) identifies that any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing drugs or alcohol themselves
- has returned home to their family from care.

KCSIE 2020 identifies children who are privately fostered as children who would benefit from Early Help. In Sunderland, any private fostering arrangements should be referred to Children's Social Care initially.

Signs and indicators of abuse and neglect

The signs and indicators of abuse can be different for each child. By noticing small changes in how a child behaves or presents can identify early any potential concerns. Parental behaviour can also be a sign or indicator of abuse or neglect.

It's important to recognise that a sign or indicator does not automatically mean a child is being abused.

Examples of signs and indicators (this list is not exhaustive):

Physical abuse

- bruising, lacerations, abrasions or scars
- bite marks that are potentially from an adult human
- when an injury is not consistent with the explanation given
- burns or scars where you would not normally touch a hot object
- fractures (frequent or where medical attention is not sought)
- bruising or any other injury on an immobile baby
- repeated injury's
- failure to seek medical attention
- Fabricated illness

Neglect

- Inappropriate clothing or footwear (size, condition, suitability)
- Persistently dirty or smelly
- Poor personal hygiene
- Poor dental hygiene (tooth decay)
- Persistent infections such as headlice
- Failure to grow due to malnutrition
- Frequent accidents due to a lack of supervision
- Failure to report as missing
- Failure to attend medical appointments
- Stealing, hiding or scavenging for food
- Constantly tired
- Poor attendance / punctuality at school
- Child's basic needs are not met
- Parents unwilling to protect from other types of abuse

Emotional abuse

- Low self-esteem
- Inappropriate response to pain
- Neurotic behaviour
- Fearful of individuals
- Emotional immaturity
- Disturbances in speech e.g. stuttering
- Trust issues
- Developmental Delay
- Anxious about doing something wrong
- Parents blaming their problems on a child
- Humiliation, name calling, negative comparisons

Sexual abuse

- soreness in the genital or anal areas
- poor personal hygiene or changes in weight
- marks and bruises
- pregnancy
- frequent Sexually Transmitted Infections (STIs)
- Mental health issues including self-harm and eating disorder
- Recurring urinary tract infections (UTIs)
- Unexplained gifts
- Associating with older peers or adults
- Age inappropriate behaviour or language

Behavioural changes

- Changes in behaviour
- Mental health issues including self-harm and eating disorder
- Avoiding the abuser
- Fearful of abuser / adults
- Giving clues
- Problems at school
- Drug/alcohol misuse
- Risk taking behaviours
- Going missing
- Wetting / soiling
- Withdrawn or seeking additional attention from adults who they feel may be able to create safety
- Anger, frustration or distress
- Excessive clinginess
- Changes to eating

Children with additional needs

Research shows that children with additional needs are more at risk of abuse and neglect. This can be due to several reasons:

- Attitudes and assumptions that result in the denial or failure to report abuse.
- Misplaced empathy – reluctance to challenge carers or seeing abuse as attributed to stress or difficulties in caring for a child with additional needs.
- Not believing that abuse affects children with additional needs in the same way.
- Unsatisfactory lowering of standards for those with additional needs.
- Dependency – exposure to wide range of carers for intimate care.
- Isolation – it's easier for the abuse or neglect to remain hidden.
- Lack of participation in decision making children less likely to feel able to complain.
- Especially vulnerable to bullying, intimidation and exploitation.
- Behaviours may be mistaken as part of the child's disability.
- Communication barriers.

The following are possible signs of abuse and neglect for those with additional needs:

- Bruising on areas that might not be of concern to a non-disabled child.
- Not getting help with feeding.
- Over or under medicating.
- Poor hygiene or personal care.
- Rough handling / excessive restraint.
- Lack of stimulation.
- Unwillingness to learn a child's preferred method of communication.
- Ill-fitting or inappropriate equipment.
- Procedures that are unnecessary and carried out against the child's permission.
- What to do if you suspect a child is at risk

All staff maintain the attitude **"it could happen here"**. When staff have concern for a child's safety or welfare we expect them to act immediately.

At Hudson Road Primary School we follow [Sunderland Safeguarding Partnership's child protection procedures](#).

If you notice something, check it out and share it. **NOTICE, CHECK, SHARE.**

The DSL or DDSL are best placed to have a complete picture of a child's safeguarding needs (KSCIE 2020) and be the most appropriate people to advise on the response to any concerns. The DSL and

DDSL will receive, collate and coordinate information about a child and make immediate and ongoing judgements about the risk and what needs to happen next. The DSL or DDSL will work with parents, as appropriate to decide what to do next.

The DSL or DDSL may need to seek advice from the **Early Help Allocations and Advice Team (EHHAT)** or refer the concern to Children's Social Care by making a referral to the **Integrated Contact and Referral Team (ICRT)**. In the most serious cases, this will be done urgently by a phone call then followed up with a completed referral form. In most cases, the DSL will seek consent from parents to make the referral unless this would potentially put the child in further danger or delay support for a child.

All staff will be made aware of the **Early Help** process and their role within that. We recognise it's much more effective and useful to help children and families at an early stage rather than waiting until concerns escalate. At Hudson Road Primary we have our own Early Help worker (on site one day per week and available by phone or email every day for urgent discussions) who completes Early Help applications with parents/carers, undertakes direct work with families and acts as first point of contact around early help.

What to do if a child discloses

When a child makes a disclosure, it can sometimes be scary for the member of staff. Whilst it may be scary for the member of staff, think about how scared the child must feel.

When a child makes a disclosure, staff should always:

- Listen carefully to the child and give them your full attention.
- Never promise confidentiality. Explain to the child what you have to do with the information any why.
- Only ask open questions to seek clarification for example: Who? What? Where? When? How?
- Reassure the child they haven't done anything wrong – abuse is not their fault.
- Ask what you can do to make them feel safer now.
- Don't express any panic or emotion to the child.
- Use the child's language and vocabulary or their preferred method of communication.
- Don't be tempted to give false promises or assurances – promises you can't keep.
- Make a record of what the child said, including their words. Record the date and time, who was there and what was shared. Sign and date any handwritten notes.
- It's not your job to investigate or make any decision if the child has been abused. Do not ask the child to remove any clothing to see any injuries and do not take photos of any injuries.
- Share the disclosure immediately with the Designated Safeguarding Lead.

Staff should then record the concern on CPOMs. Staff should be aware they can make a referral directly to Early Help or Children's Services if required. If you are worried that the DSL or DDSL has not taken your concerns seriously enough, you should follow the whistleblowing procedure.

Ensure you seek support. Dealing with disclosures can be distressing. It's important you speak to the right people for help and not discuss the child openly with friends or in the Staff Room for example.

Children who harm other children (Child-on-child or peer-on-peer abuse)

It is widely recognised that children are able to harm other children and this is often referred to as peer on peer abuse. We recognised that peer on peer abuse can happen at this school. Peer-on-peer abuse can involve (this list is not exhaustive):

- bullying (including online bullying)

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- 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
- youth produced sexual imagery
- initiation/hazing type violence and rituals.

We will try to minimise the risk of peer-on-peer abuse by teaching children about appropriate behaviour. We will use assemblies, PHSE, RSE, circle time and external speakers to promote appropriate relationships.

The school recognises that upskirting is a criminal offence under the Voyeurism (Offences) Act 2019 and matters will be referred to Police.

The school will use the [UKCCIS 'Sexting in Schools and Colleges'](#) guide when dealing with youth produced sexual imagery.

The school will use its behaviour policy to apply sanctions where appropriate this includes, in the most extreme circumstances, the use of exclusion.

Keeping Children Safe Online

Children (and adults) are spending more time online than ever before. The internet provides children with more opportunities to learn and keep in touch with others, however, the internet is a risky place. Technology can facilitate child exploitation (both sexual and criminal), sexual predation, radicalisation and peer-on-peer abuse. Our Designated Safeguarding Lead takes overall responsibility for online safety.

We will ensure children are protected from harmful content when using school equipment by ensuring we have the right level of filtering and monitoring. The "right level" of filtering and monitoring will block any potentially harmful content but will not over block.

KCSIE 2020 categorises online safety into three risk areas:

- **content:** being exposed to illegal, inappropriate or harmful material; e.g. pornography, fake news, racist or radical and extremist views
- **contact:** being subjected to harmful online interaction with other users; e.g. commercial advertising as well as adults posing as children or young adults
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; e.g. making, sending and receiving explicit images, or online bullying.

We recognise that whilst we can apply filters and monitoring processes to our equipment and technology provision, children who have their own internet enabled devices will have access to 3G, 4G and 5G, this cannot be monitored by the school. Therefore mobile phones cannot be used in school. Pupils in Y5/6 may bring a phone if they arrive or leave school unaccompanied (for example by bus) however the phone is handed to the class teacher for safekeeping on arrival and only returned at home time.

Where we ask children to learn online at home, we will follow DfE Guidance.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Teaching children to keep themselves safe

We have an essential role in teaching children to keep themselves safe. We will maximise any opportunity to teach children what is appropriate and inappropriate adult and child behaviour, what is 'safe' and 'safety', how to recognise when themselves and others are safe and are not safe and what to do when they are worried.

We use our curriculum to provide children with opportunities to feel safe, equal and protected through effective personal, social and health education (PSHE) and relationship and sex education (RSE) that is age and ability appropriate. This includes (but is not limited to) bullying, online bullying, radicalisation, child exploitation (sexual and criminal), stranger danger, road safety, sexual abuse, neglect, online safety, gender-based violence, sexual assaults and youth produced sexual imagery.

For more information about our Relationship and Sex Education (RSE) curriculum, please read our RSE policy.

We embed the teaching of safeguarding and PSHE through a comprehensive whole school approach. All staff follow the newly adapted school curriculum, which outlines the weekly sessions to be taught to all children from Nursery to Year Six for the subject. These sessions are then recorded in year group floor books and displayed in each classroom in school to reinforce the important work covered. The school also delivers the Philosophy 4 Children programme, the Human Enquiry project and the Rights Respecting schools award, which teach and enable children to articulate their thoughts and feelings and know their human rights.

When children miss education

When a child misses school, this is a sign or indicator that the child might be at risk of harm. Children who are frequently missing from school are at increased risk. Schools have a statutory duty to investigate and unexplained absences ([Education Act 2002 and Children missing education: Statutory Guidance for local authorities 2016](#)).

Please see our Attendance policy for what action we will take when a child doesn't arrive at school.

When children are frequently missing from school, we will work with Sunderland City Council – Attendance Team, TfC's Locality Attendance Officers and [TfC's Child Missing Education \(CME\) Coordinator](#).

When children who are vulnerable do not attend school the DSL will be informed to take appropriate action if, after reasonable attempts are made to contact the family, the whereabouts of the child is still unknown. No child will be removed from the school roll without the DSL and Headteacher's explicit permission – under any circumstances.

Children who go missing for a period of 10 school days will be reported immediately as a [CME to Together for Children's CME Officer via EHAAT](#).

We will ensure we have at least two emergency contact numbers for the parents/carers of each child. If we are unable to contact a child's parent when they are absent, we will use any contact details we have available to us to speak to an adult about the child's absence this may include

contacting relatives we know have a connection to the child e.g. an aunt or uncle who has a child in the school.

In most cases, if we are unable to make contact with an adult regarding a child's absence, school staff might undertake a home visit. In some cases, we may ask the Police to undertake a 'safe and well check'. This means it's really important that parents communicate with us effectively to let us know where the child is and that the child is safe.

When children go missing from home

We are part of Northumbria Police and Together for Children's Operation Endeavour. When a child is reported as missing from home, the school will receive notification of the missing episode the following day. The purpose of this notification is to enable the school to support the child practically and emotionally.

When children go missing, they are offered a Return Home Interview. In Sunderland, Together for Children commission Barnardo's to undertake those interviews. We will facilitate those interviews where it is appropriate for the child and in their best interests.

When children are exposed to domestic abuse or violence

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. (KCSIE, 2020). When we become [aware of or suspect a child is exposed to domestic abuse](#), we will follow [Sunderland SSCP Threshold Guidance](#).

We are an Operation Encompass School and we receive alerts when police are called to an incident of domestic abuse. The police inform the school Operation Encompass administrator the next working school day via Together for Children. Information is then passed to the Headteacher or Deputy to review. This ensures that the school has the most up to date and relevant information about the child's circumstances to be able to support their needs.

When we are worried about radicalisation and extremism

Exploitation and radicalisation are safeguarding concerns and will be dealt with in the appropriate way.

The Headteacher and DSL/DDSL will assess the level of risk for pupils who attend the school considering the wider community and the context of the school. Some of the risks will be reduced as they are actively addressed in the school's RE & PHSE curriculum, assembly, anti-bullying policy and the wider school's ethos and values.

We have a PREVENT Single Point of Contact (SPOC) who coordinates information and informs relevant staff to ensure that we are protecting children from radicalisation. This person is named on Page 4.

The school will monitor online activity and ensure the appropriate filtering and monitoring takes place. The school will make referrals to the Channel panel following the [local procedures](#).

When we are worried about exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse. CSE and CCE occur when an individual or group takes advantage of an imbalance of power to coerce, or manipulate or deceive a child into sexual or criminal activity.

For a full definition of CSE and CCE, see [KCSIE 2020](#)

CSE and CCE can take place **with or without** any signs or indicators. If there are indicators, this is what staff should look out for:

- Unexplained money or gifts
- Going missing (for short or long periods), or during the course of the school day
- Being distressed or withdrawn on return
- Disengaging from existing social networks
- Secrecy around new associations
- Additional mobile phones or concerning use of technology
- Sexual health problems/ unplanned pregnancies
- Disclosure of rape/sexual assault (and reluctance to report)
- Changes in temperament/emotional wellbeing
- Drug or alcohol misuse
- Involvement in criminal activity
- Secretive behaviour
- Unexplained physical injuries.

CSE and CCE are a safeguarding issue. When we become aware or suspect a child is at risk of CSE or CCE we will make a referral to Children's Social Care and follow the [MSET \(Missing, Sexually Exploited and Trafficked\) procedures](https://www.proceduresonline.com/nesubregion/p_ch_sexual_exploit.html)

https://www.proceduresonline.com/nesubregion/p_ch_sexual_exploit.html

When we are worried about mental health

From time to time, children may display signs of mental health problems. Our Senior Mental Health Lead ensures that all staff are trained in recognising signs and indicators of a mental health concern. We recognise that mental health is a safeguarding issue and it is recorded in the same way as any other safeguarding concern. The DSL and the DDSL, who is the Senior Mental Health Lead, will work jointly with SENCOs to support children where a concern is raised. The DSL takes ultimate responsibility in all safeguarding cases.

We recognise that children who suffer abuse and neglect, and other trauma / adverse childhood experiences (ACEs) often have a long-lasting effect on the child that can impact on their mental health, behaviour and education. Our DSL working with the DDSL/Senior Mental Health Lead will champion the education of these children to try to mitigate any future problems.

We are not able to diagnose mental health problems but we can identify children whose behaviour may suggest they're at risk of or experience a mental health problem and work with parents/carers to signpost to the most appropriate organisations.

When we are worried about Female Genital Mutilation (FGM)

FGM is illegal. FGM is extremely harmful and is a form of abuse and violence against women and girls. FGM is a term to describe all procedures that involve a partial or total removal of external female genitalia for cultural or other non-medical reasons. It is typically performed on girls aged 4-15 or on older girls before marriage or pregnancy.

Signs and indicators to be aware of:

- If the family are from a community that are known to practice FGM
- A child who has a lot of bladder or menstrual problems
- Long term absence from school (planned or unplanned)
- Changes in behaviour, emotional wellbeing / mental health
- Not taking part in physical exercise without medical explanation

Children might make direct or indirect disclosure. They might be worried about a 'special procedure' or 'special ceremony' taking place especially around a family holiday. A family member might be concerned for a child.

There is a legal duty on staff to report FGM if they suspect or become aware of FGM to Police.

Children should feel safe, secure and listened to

Supporting children who have a Social Worker

Children may need a social worker for lots of different reasons: often due to safeguard or welfare issues. Children who have been abused or neglected or live in complex family circumstances need additional support to feel safe and to achieve their best at school. Children who experience adversity and trauma will often need additional support to their peers.

The DSL/DDSL are aware of all children who receive support from a social worker and coordinate support for them in school. The DSL and DDSL are best placed to make decisions about the safety of the child, promote their welfare and best interests. When a child has an unauthorised absence, the DSL or DDSL with that caseload will be informed. The DSL and DDSL discuss any potential exclusions of children who have a social worker to ensure it is in the child's best interests.

The DSL and DDSL champion the education attainment and achievement for all children with a social worker and promote their attainment and achievement at every opportunity.

Children who attend alternative provision (AP)

From time to time, some children might benefit from attending an alternative provision (AP) specific to their individual needs. We accept it is our responsibility to ensure their safety at any AP. We do this by receiving written confirmation that the alternative provider has undertaken all the same vetting and barring checks we would complete. We will also review their risk assessments, insurance documents and plans.

We share safeguarding, support and behaviour plans with the AP to ensure the provider is aware of how to keep the child safe whilst in their care. We require the AP to contact us daily to let us know if the child has attended or not. We require the AP to share any safeguarding concerns with our DSL or DDSL immediately. We ask for regular updates about how the placement is going, how the child is engaging and what they are learning. We reserve the right to visit the child in the provision at any time.

Keeping records and sharing information

It is essential the school keeps up to date and accurate records of safeguarding and child protection. The Designated Safeguarding Lead is the Information Asset Owner for all safeguarding and child protection records and it's their responsibility to ensure records are kept confidential, secure, up-to-date and accurate.

At Hudson Road Primary School we use CPOMS to store safeguarding records electronically and we only keep paper copies of child protection and care plans, meetings and chronology for all pupils on the Child protection register or classified as Child In need. Paper records are stored in individual named files in a locked cabinet or if archived in the locked Archive room.

All concerns and disclosures will be recorded on CPOMS.

All child protection records are:

- kept securely and confidentially.

- Checked for accuracy with clear distinction between fact, observation, allegation and opinion.
- contain an up-to-date chronology of concerns and actions taken including referrals and other correspondence.
- transferred by the DSL/DDSL when a child moves school.
- routinely audited to ensure quality – if an external person had to read the records, would they be able to make sense of the child’s journey, what we have been worried about and what we have done about it? Would an external person be able to see evidence of the impact of our effective culture of safeguarding?
- Recorded in writing within 24 hours.

Children and parents have the right to see what information is held about them if they request it.

Safe Staff, Safe Children

A workforce who are highly trained and competent

We work together to ensure that our children benefit from having a highly trained and competent workforce (‘workforce’ refers to Governors, staff, students and volunteers) that always keeps them safe. We follow safer recruitment practices and ensure the workforce reads, understands and adheres to [Safer Working Practice for those working in educational settings](#).

The workforce are given a copy of and asked to read the school’s child protection policy, staff code of conduct and Keeping Children Safe in Education annually or at induction. Should any member of the workforce have any queries about any of these documents, they should raise them immediately with the DSL, DDSL or through their Phase Leader.

The workforce receives child protection training at least once every two years. The workforce also receives regular updates on child protection and training through staff meetings, email and TfC bulletins at least termly.

All staff are made aware of the procedures for making a referral to Children’s Social Care and the Early Help Service.

The Headteacher/ DSL and Safeguarding Lead Governor ensure safer recruitment processes are followed throughout including at application, vetting and recruitment stages.

The Headteacher is responsible for ensuring the school keeps an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and governors and includes the checks and balances that have been made as part of the recruitment process. The SCR will include all of the statutory requirements as outlined in KCISE, point 165, page 45.

The workforce are advised to disclose any issues that may affect their suitability to work with children including convictions, cautions, court orders, reprimands and warnings.

A workforce who behave professionally

We expect all staff to follow the Hudson Road Code of Conduct and the [Safer Recruitment Consortium’s – Guidance for safer working practice for those working with children and young people in education settings](#). All staff should ensure they have read and understood both of those documents and raise any questions with their Line Manager or Headteacher immediately.

New to Hudson Road Workforce -Induction

Any adult new to the Hudson Road workforce is assigned a mentor who ensures that induction procedures are completed in full and that everyone in the workforce is fully aware of our expectations and procedures around safeguarding. See also Hudson Road Induction Policy.

Safer Recruitment

- The Governing Body and Headteacher ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three and advised by our HR Provider
- The Headteacher, Safeguarding Lead Governor and School Business Manager have attended Safer Recruitment training updated regularly (at least every 3 years).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We undertake the necessary procedures and carry out the checks required. When any concerns arise, we will seek advice and act in accordance with national guidance.
- We follow the TfC HR Recruitment and Selection Policy which reflects the requirements as set out in KCSiE 2020 Part Three. The Headteacher has responsibility for ensuring the Single Central Record (SCR) is kept up to date.

Responding to concerns and allegations against staff

In the event of any complaint, concern or allegation against a member of staff, volunteer, student or supply teacher the Headteacher /Designated Safeguarding Lead (or the Deputy if the Headteacher is not present) will be notified immediately. If it relates to the Headteacher, the Chair of Governors will be informed immediately. We will always respond to all allegations robustly and appropriately in collaboration with the TfC Designated Officer (DO).

Whistleblowing

The Governors and the Senior Leadership Team are committed to creating a culture of 'it could happen here' and welcome challenge, when required. We also want the best outcomes for all our children. When a member of staff is concerned that we are not dealing with safeguarding appropriately or feel children are unsafe at this school, those staff have a duty to do something about it. The workforce member should follow the school's Whistleblowing policy and inform either their Phase Leader, the Headteacher, the Deputy Headteacher, DSL/DDSL, the Chair of Governors or the Link Governor for Safeguarding. Students can also inform their college or university supervisor. Doing nothing is not an option.

If for any reason, someone does not feel able to raise the issue within school, they should contact the NSPCC's Whistleblowing Hotline by calling 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or emailing: help@nspcc.org.uk

Supervision

Responding to child protection concerns can affect anyone. Any member of staff who is affected by issues arising from child protection concerns can seek support from the DSL or DDSL. Support for the DSL and DDSL is available from the TfC School Improvement Officer (safeguarding).

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are able to carry out their responsibilities in relation to safeguarding and child protection
- Staff are able to create an environment where everyone is able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice, so they can improve over time.
- Supervision activities in relation to a specific case are recorded on the agreed school proforma and added to the child's case file.
- Supervision at Hudson Road Primary is carried out by the DSL, DDSL, Bright Stars DSL and Early Help Lead in discussion. The case for supervision is selected from any open case file after professional discussion.

How we will work with others

Children

We want children to:

- feel safe, equal and protected
- feel listened to
- contribute to the development of school policies and be aware of why we have a child protection policy and what it means
- seek help from a trusted adult when things go wrong
- tell a trusted adult if they are worried about someone else
- take responsibility for keeping themselves safe (age and ability appropriate)
- keep themselves and other safe online

Parents/Carers

We want parents/carers to:

- read and understand school policies and if there are any questions to contact the school directly
- encourage their children to follow to school policies
- discuss safeguarding issues with their children and teach them how to keep themselves safe
- support the school in all of its safeguarding approaches and activities
- reinforce the keeping safe messages at home
- identify any changes in behaviour
- ensure their children are safe online
- seek support from school or other agencies when required
- understand that the school staff have a duty to protect children and MUST follow procedures

Police

- When a child is suffering or likely to suffer harm, if it's appropriate, we will inform the Police immediately
- We have a good positive working relationship with our local Neighbourhood Policing Team and share intelligence where appropriate.
- We will report all suspected / disclosed cases of Female Genital Mutilation (FGM) to Police
- We use the [NSPCC 'When to call the police – Guide for Schools and colleges'](#) to identify other situations where it is appropriate/necessary to call Police.

Children's Social Care

- When we suspect a child has suffered or is at risk of suffering abuse we always contact Together for Children's Social Care services.

- We refer all concerns to the Initial Contact and Referral Team (ICRT). In the most urgent cases, this will be done by phone. All referrals to ICRT are followed by a written referral.
- The DSL and DDSL are responsible for recording all referrals and recording the outcome of any referrals.
- We aim to have a positive professional relationship with Children's Social Care and work together to safeguard pupils but always act as an advocate for the child. When we have a dispute, we follow [the SSCP Resolving Professional Disagreements Escalation Protocol](#).

Sunderland Safeguarding Children Partnership

- The DSL, or DDSL in the DSL's absence, acts as the Single Point of Contact for the three statutory safeguarding partners (police, health and the local authority/Together for Children). We work closely with the SSCP who coordinates the work of the three statutory partners.
- We take part in forums and consultations led by the SSCP and when required, make suggestions around how practice can be improved.

School Improvement Officer (Safeguarding)

- The TfC School Improvement Service provides the school with high quality safeguarding support, advice and guidance that meets the needs of the school and its pupils.

Letting other organisations use our premises

- When other groups wish to use our premises, we will seek written assurances and evidence that the organisation has the appropriate policies and procedures in place regarding safeguarding and child protection and that the relevant safeguarding checks have been made in respect of staff and volunteers.
- All external groups using our premises sign to confirm that they will adhere to the lettings agreement. If this assurance is not achieved, then any application will be refused.

What is the statutory framework?

[Allegations of Abuse Against Teachers and Other Staff \(2012\)](#)

[Child Sexual Exploitation – definition and guide \(2017\)](#)

[Children Act 2004](#)

[Children's Act 1989](#)

[Criminal Exploitation of children and vulnerable adults \(2018\)](#)

[Early years foundation stage statutory framework \(EYFS\) \(2018\)](#)

[Education Act 2002](#)

[Education Inspection Framework \(2019\)](#)

[FGM \(Multi-agency statutory guidance on FGM\)](#)

[General Data Protection Legislation \(2018\)](#)

[Information Sharing Advice for practitioners \(2018\)](#)

[Inspecting Safeguarding in early years, education and skills settings \(2019\)](#)

[Keeping Children Safe in Education \(2020\)](#)

[Mental Health & Behaviour in Schools.](#)

[PREVENT Duty Guidance for England and Wales \(2015\)](#)

[Relationships education, relationships and sex education \(RSE\) and health education \(2019\)](#)

[Safeguarding disabled children](#)

[Safer Working Practice for Adults who work with Children and Young People in Education Settings](#)

[\(2019\)](#)

[Sexual violence and sexual harassment between children in schools and colleges \(2018\)](#)

[Statutory guidance on children who run away or go missing from home or care](#)

[The Right to Choose: Multi-agency guidance for dealing with forced marriage](#)

[What to do if you're worried a child is being abused \(2015\)](#)

[Working Together to Safeguard Children \(2018\)](#)

[Youth Produced Sexual Imagery Guidance \(Sexting in schools and colleges\)](#)

Where to go for further information

| Policy | Review cycle | Approval level |
|---|---------------|---|
| Data protection | 3 years | Governing Body |
| Register of pupils' admission to school and attendance | Live document | Governor with responsibility for attendance |
| Single Central Record | Live document | Governor with responsibility for safeguarding |
| School complaints | 3 years | Standards and effectiveness Committee |
| Staff discipline conduct and grievance (procedures for addressing) | 3 years | Governing Body |
| Statement of procedures for dealing with allegations of abuse against staff | 3 years | Governing Body |
| Supporting pupils with medical needs | 2 years | Governing Body |
| Looked After children | 2 years | Standards and effectiveness Committee |
| Special educational needs and disability | 1 year | Governing Body |
| Relationships and Sex education | 3 years | Standards and effectiveness Committee |
| Behaviour in schools | 1 year | Governing Body |
| Health and safety | 1 year | Governing Body |
| First aid in schools | 2 years | Standards and effectiveness Committee |
| Premises management documents | 2 years | Standards and effectiveness Committee |
| Equality information and objectives (public sector equality duty) statement for publication | 3 years | Standards and effectiveness Committee |
| Prevent Strategy | 3 years | Standards and effectiveness Committee |

<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

