

# Child Protection Policy 2023-2024



St. Peter's  
Church of England Primary School

The yellow highlighted text means new additions to the policy for 2023/2024

This policy is available publicly via our website, a copy can be requested via the school office.

## Policy Review dates

Version	Author (Trust)	Date written	Approved (Trust)	Note of revisions
2023 - 24	NYSCP, adapted by L.Claringbold/ K.Standen	Sep. 2023	19 Sep. 2023	Updated to reflect KCSIE 2023 changes.  Changes to clarify MAT/Trust responsibilities.
Version	Author (School)	Date completed	Approved (School)	Note of revisions
2023-2024	Paul Griffiths	25.9.2023	Local Governing Board 2.10.2023	School specific information inserted e.g. key roles and school specific approaches.



# St. Peter's

Church of England Primary School
















## St Peter's CE Primary School Child Protection Policy

Updated: September 2023

**Headteacher: Mr Paul Griffiths**

### Named personnel with designated responsibility for Child Protection

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Lead Safeguarding Trustee	Chair of Governors	Lead Safeguarding Governor
2023/24	Mr Paul Griffiths	Miss Helena Fishburn & Mrs Alice Jones	Alison Glover	Mrs Linda McPhee	Mr William Naylor

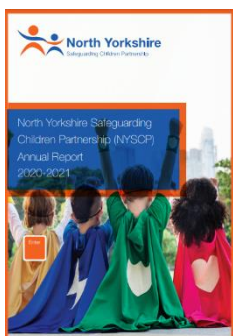
Key Contacts	
Yorkshire Causeway Schools Trust	
Chief Executive	 01423 818508  admin@yorkshirecauseway.co.uk
School	
Headteacher	 01423 569684  p.griffiths@stpeters.ycst.co.uk
Chair of Governors	 l.mcphee@stpeters.ycst.co.uk
Safeguarding Governor	 w.naylor@stpeters.ycway.uk
Designated Safeguarding Lead	 01423 569684  p.griffiths@stpeters.ycst.co.uk
Deputy Designated Safeguarding Lead (s)	 01423 569684  h.fishburn@stpeters.ycst.co.uk  a.jones@stpeters.ycst.co.uk
Mental Health Lead	 01423 569684  a.jones@stpeters.ycst.co.uk
Key Person(s) (EYFS lead, SENCo, Designated Teacher (for Looked After Children), Prevent Lead.	 01423 569684  admin@stpeters-.ycst.co.uk
Making a Referral to the Local Authority	
North Yorkshire Children and Families Service	0300 131 2 131
Out of Hours	
Emergency Duty Team	0300 131 2 131
For making a referral outside of North Yorkshire this <a href="#">online tool</a> directs to the relevant local children's social care contact number.	
North Yorkshire Police	<p>In an emergency call 999</p> <p>For all non-emergencies call 101 (Ask for the Serious Crime Team in your area)</p>

Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 533080 lado@northyorks.gov.uk
NYC Professional Consultation Line	
<p>When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous.</p> <p>Professional's Consultation Line number is available between 10am and 4pm on 01609 535070</p>	
North Yorkshire Safeguarding Children Partnership	
NYSCP Business Unit	01609 535123 / <a href="mailto:nyscp@northyorks.gov.uk">nyscp@northyorks.gov.uk</a> <a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>
North Yorkshire Council Children and Families Service: Early Help Locality Telephone Numbers	
<b>Early Help East</b>  Scarborough, Whitby, Ryedale	01609 534852
<b>Early Help West</b>  Harrogate, Craven, Knaresborough, Ripon	01609 534842
<b>Early Help Central</b>  Hambleton, Richmondshire, Selby	01609 534829

## School Specific Child Protection Evaluation of Risk

St Peter's takes a proactive approach to ensuring staff have a clear, accurate and current picture of regional and local safeguarding risks and priorities. We are pleased to outline below our strategies and mechanisms for this as well as our evaluation of these risks, the action taken to mitigate and the impact of these actions.

St Peter's School recognises regional and local safeguarding priorities identified in key reports from the North Yorkshire Safeguarding Board.



[Annual Report](#)



[North Yorkshire Safeguarding Children Partnership Website](#)

## Other Proactive Strategies

- Weekly DSL meetings to review case work, plan training, review action plans and discuss emerging safeguarding issues. See DSL group file.
- Regular review (at least monthly) of [North Yorkshire Police Website](#) News Section to review local issues reported.
- Invite community PC and or PCSO to DSL team meeting once a term to update school on local issues.
- Link established with local PC and or PCSO in order they can provide any significant running updates.
- Link with local magistrate court to keep apprised of any significant cases that may result in disruption around the court.
- DSL team members attend NYCC Professional Practice Groups and other related SG training throughout the year to keep apprised of regional and local issues.
- Discussion between HT and DSL's from across the Trust with regard to Safeguarding issues within Quality of Education Trust meetings every three weeks.
- Strong effective relationships between staff and children. All children have named class teacher(s) with whom strong trusting relationships exist which results in children feeling comfortable to talk about and share their experiences which contributes to local knowledge.
- Termly meetings between one of DSL team and IDAS team at local refuge to maintain current picture of key issues for families in this context.
- Partnership with [Knowsley City Learning](#) receiving termly teacher online safety updates and monthly parent newsletters.
- Signed up to receive [NSCPCC](#) online safety newsletter and [Andrew Hall](#) weekly updates.
- Subscription to [Safeguarding Pro](#) provides detailed updates and training support on current and emerging issues.
- High profile of safeguarding agenda with our families results in families knowing the importance and reporting issues/concerns to us that they are aware of.

## Evaluation of Risks

Regional Priority	Actions to address
<b>County Lines</b> <ul style="list-style-type: none"> <li>Children criminal exploitation (CCE) – county lines. A number of families in town centre location including housing that is vulnerable to attempting cuckooing.</li> </ul>	<p>Key poster on SG notice board and updates relating to context specific. Staff aware of key signs e.g. children often travelling to new places. Staff aware of older siblings within families and aware to listen out for key signs such as older siblings being out late or changes in behaviour or patterns or suddenly being given money.</p>
<b>Vulnerable Children - COVID</b> Impact of COVID restrictions on children with SEN with or without disabilities. Increase chance that COVID restrictions have exacerbated challenges with accessing services and support including medical treatments	<p>Dedicated non teaching SENDCO time each week ensures families receive support as needed.                      Close liaison between families and SENCO during lockdowns including attendance of vulnerable children in school.</p>
Referral rates. Reduced during COVID but returning to pre COVID levels with some increases seen as a result of concerns caused during lockdowns. Rise in need resulting from families who ‘struggled’ by during COVID or turned away sighting COVID as rationale for this.	<p>DSL team aware of this issue and very proactive making and following up referrals to ensure referrals progress.                      HT and DSL aware of additional workload sometimes required with following up with external agencies and supports DSL team with dedicated time</p>
<b>Radicalisation</b> Radicalisation and extremism – extreme right-wing groups.	<p>Staff aware of radical views take variety of forms and can be on a range of issues animal welfare, climate, right wing political views.                      Staff aware that children in our phases may well repeat without understanding views they have heard so are vigilant for children repeating views they have heard and will sensitively explore where these views come from.                      Questioning culture provides children with skills to question and consider views understanding what extremes might be.</p>
<b>Mental Health Needs</b> All agencies need to show how they are able to demonstrate more clearly how a young person’s mental health needs can be met over a sustained period of time. Impact of COVID restrictions on children’s mental health increase in demand on services with little or no increase in resource allocation	<p>SENDCO takes a lead role in SEMH provision.                      SEMH is identified as one of the four categories of need for children. Early identification of children who may be vulnerable to SEMH difficulties is embedded in our graduated response to SEMH through provision maps.                      Creation of dedicate resource area of website for staff, parents and children.                      Newsletter and briefing focus on SEMH issues.                      Creation nurture space in school September 2021.</p>
<b>NY SG Partnership</b> Establish stronger links between the NY Safeguarding Partnership and Education establishments.	<p>Attendance at Partnership Managers ‘Masterclasses’                      Subscription to partnership board monthly newsletters proving key local updates                      Promotion of partnership website to staff in particular the <a href="#">One minute guides</a>.</p>

Locally Identified Risks	Steps to minimise/reduce/mitigate risk
<p><b>Complacency</b></p> <ul style="list-style-type: none"> <li>Potential for complacency of staff with misconception that 'abuse' can't or 'doesn't' happen here in an apparently affluent town.</li> </ul>	<p>Regular training and refreshers to remind staff that abuse can happen anywhere and to any child – no context is 'immune' to this. Vigilance is key.</p> <p>High profile of key information via safeguarding notice boards.</p> <p>Regular updates in verbal and written weekly briefings.</p> <p>November 2021– Move from paper-based system to electronic (SG My School) – improve speed of transfer of information between colleagues who need to know.</p> <p>Quicker and easier analysis of patterns and trends related to our children.</p> <p>Weekly DSL team meetings to maintain proactive approach to all elements of safeguarding and child protection.</p> <p>Safeguarding focus with in all external visits from Trust adviser.</p> <p>Focussed Safeguarding Review annually.</p> <p>Governor visits to always include element of SG focus.</p>
<p><b>Town Centre Location</b></p> <ul style="list-style-type: none"> <li>Derelict building next door to school</li> <li>Proximity to magistrate court</li> <li>Proximity to temporary accommodation for the homeless</li> <li>Proximity to Bars, Pubs, Restaurants</li> <li>Proximity to railway and train station</li> <li>Busy town centre throughout the year and increasingly busy at key times of year through tourism (Christmas and Summer)</li> </ul>	<p>Staff aware and vigilant e.g. caretaker and cleaners visual inspection of bin areas, front playground.</p> <p>Review of premises security arrangements with planned improvements for 2022 subject to planning permission.</p> <p>Establishing link with magistrates court in order school aware of any high-profile cases likely to attract any protests. Staff aware of location and alternative routes available if needed.</p> <p>Close supervision at handover times and written record kept of any children walking home by themselves.</p> <p>Curriculum provision and parental awareness e.g. clever never goes campaign</p> <p>Review of PSHE curriculum to ensure systematic approach to teaching around aspects</p> <p>Children experience walking through town to church 4 times a year and also walking to other events e.g. Pantomime. Key safety messages reinforced and rehearsed at these times.</p>
<p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>Busy routes in and around school</li> <li>Two car parks in close proximity</li> </ul>	<p>Regular reminders to children through curriculum sessions and verbal updates to children in class and to families via newsletters.</p> <p>Staff presence at front of school at start and end of each day giving reminders.</p> <p>Regular presence of PCSO start and end of day in and around streets of school.</p>
<p><b>Use Public Spaces for Curriculum</b></p> <ul style="list-style-type: none"> <li>PE and some other curriculum work delivered on 'The Stray' which is a public open space.</li> </ul>	<p>Risk assessment in place for use of this space including routes to and from.</p>

Locally Identified Risks	Steps to minimise/reduce/mitigate risk
<p><b>New Arrivals</b></p> <ul style="list-style-type: none"> <li>Isolation of families new to the area arriving suddenly and sometimes unplanned - access to services for families can be harder.</li> <li>Children moving mid-year or mid phase. Potential for continuity of provision, support or information to slow or cease if information not passed on.</li> </ul>	<p>Strong pastoral care and good working knowledge of families who may find access to services difficult. School aware of these families and can support directly or help facilitate adjustments e.g. holding meetings at school or helping to facilitate and signpost families to sources of support that can assist.</p> <p>Phone contact with all previous schools. Written requests of all files, welfare, CP and any other information.</p> <p>Introduction of electronic system November 2021 which will allow for instant transfer of information from any school.</p> <p>Receipts gained for transfer of all records when children move on. Telephone contact with new schools to ensure children are physically present before removing from roll.</p>
<p><b>Parental Separation</b></p> <ul style="list-style-type: none"> <li>Common in our schools for children to experience parents separating. Increased chance of emotional wellbeing challenges for these children.</li> </ul>	<p>Staff aware of children who are in this situation. Good secure relationships allow for children to confidently articulate their feelings as needed.</p> <p>Staff proactively make themselves aware of transition points when children spending time with both parents to provide additional reassurance at these times.</p> <p>Close and effective working with CAFCASS.</p> <p>In process of developing a clear policy document to reassure and outline school neutrality in these contexts.</p>
<p><b>Impact of Parental Work Commitments</b></p> <ul style="list-style-type: none"> <li>Social / emotional impact on children through parental work commitments.</li> </ul>	<p>Training referencing signs of this to help staff spot this type of potential neglect (children 'craving' attention). Staff aware of this may well present differently to more common types of physical neglect e.g. lack of uniform, being hungry.</p> <p>Staff continually encouraged to report concerns no matter how minor they may appear on an individual basis they may form part of wider pattern.</p>
<p><b>Attendance &amp; Missing from Education</b></p> <ul style="list-style-type: none"> <li>Poor attendance due to neglectful parental attitudes to attendance 'not mattering'.</li> <li>CME due to parental attitudes that it is acceptable to return to home country without informing school</li> </ul>	<p>Clear guidance and expectations published on website. Half termly monitoring of attendance including all groups and individual checking of PA.</p> <p>Written and verbal contact as needed. Support of LA and or other agencies when needed. Printed copies of attendance overview provided to parents of children PA end of each term.</p> <p>Admin team very alert to signs e.g. international dialling tone on phones.</p> <p>HT or DSL team member conduct CME welfare checks.</p>
<p><b>Online Safety &amp; Risk of Grooming</b></p> <ul style="list-style-type: none"> <li>Online safety and wellbeing. Many children with direct or indirect (via older siblings) access to smartphones and tablets. Many with social media access and or accounts despite being below advised or required age. Increase in this during lockdown due to social isolation of lockdown.</li> </ul>	<p>Advice and guidance to parents via website and newsletters. Specific monthly newsletter.</p> <p>TEAMS use agreement from COVID</p> <p>Internet safety built into PSHE and computing curriculums.</p> <p>Alerts to parents re specific risks when occur.</p> <p>Regular training updates for staff via staff meetings led by computing lead and or PSHE lead. Computing lead completed NSPCC online safety module in 2022.</p> <p>PSHE lead attends PSHE PPG group for updates and sharing of good practice on termly basis.</p>

Locally Identified Risks	Steps to minimise/reduce/mitigate risk
<p><b>County Lines &amp; Cuckooing</b></p> <ul style="list-style-type: none"> <li>Parts of Harrogate town centre are known as places in which drugs can be purchased</li> <li>Properties in Harrogate town have been 'cuckooed'</li> <li>Frequent reports of arrests in relation to drug offences in the area</li> </ul>	<p>Key poster on SG notice board provide information to staff on the signs to be aware of in relation to this.</p> <p>Staff reminded of key signs e.g. children often travelling to new places. Adults without children offering to take children places as a 'cover' or to hold handle drugs. Staff aware of older siblings within families and aware to listen out for key signs such as older siblings being out late or changes in behaviour or patterns or suddenly being given money.</p>
<p><b>Domestic Violence</b></p> <ul style="list-style-type: none"> <li>A women's refuge is within the catchment area of the school. The school frequently has a number of children attending school who are accommodated in the refuge having left domestically violent situations.</li> </ul>	<p>Staff trained and aware of the impact of DV on parents and the children.</p> <p>Staff aware of increased risk of violent behaviour being copied or mimicked in school. Staff aware of emotional impact of leaving a familiar home suddenly and potential for resentment. Strong pastoral ethos ensures children are 'loved' and welcomed from their 'day 1'.</p> <p>Effective provision in place including Just B counselling, and good links with IDAS team. Safe spaces in school for IDAS children's workers to complete direct work with children. Practical help and support for these families via school e.g. second-hand uniform) and also support from St Peters Church (food hampers, clothing vouchers, emotional support)</p>
<p><b>Overlooked Premises</b></p> <ul style="list-style-type: none"> <li>Two classrooms (Kingfishers and Ravens) and parts of the playground are overlooked by houses behind at the front of school.</li> </ul>	<p>Staff aware of this risk and monitor closely when on playground and from those classrooms. Staff aware to report any suspicious activity e.g. anyone looking in/taking photographs/video.</p> <p>Rooms fitted with blinds which can be lowered if needed at appropriate times (e.g. children changing). Children do not regularly change in these rooms.</p>

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## 1. Introduction and Aims

**This policy applies to all adults, including volunteers, working in or on behalf of the Trust or school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice.**

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

- *Keeping Children Safe in Education (KCSIE) DfE*

**Safeguarding and promoting the welfare of children is defined as:**

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

Children includes everyone under the age of 18.

### **Our Aims**

Yorkshire Causeway Schools Trust is committed to ensuring the welfare and safety of all children in our schools and aims to ensure that all staff, Trustees, governors, volunteers, contractors and visitors share this commitment. All Yorkshire Causeway Schools Trust schools, including St Peter's CE Primary School, follow the North Yorkshire Safeguarding Children Partnership procedures.

Yorkshire Causeway Schools Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed.
- Staff are properly trained in recognising and reporting safeguarding issues.
- A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them including online.
- Systems for reporting abuse are well promoted, easily understood and easily accessible for children.
- Appropriate safer recruitment checks are completed for all staff employed by the trust and schools as well as Trustees and governors. Relevant safety process and checks are completed for any volunteers, contractors and visitors as appropriate to their role and visit.

## 2. What to do if you are concerned about a child

The procedures follow the [NYSCP Child Protection Procedures and Practice Guidance](#) which are consistent with [Keeping Children Safe in Education](#); [Working Together to Safeguard Children](#) 2018 and [What To Do If You Are Worried A Child is Being Abused 2015](#).

Taking action to ensure that children are safe.

In this section unless otherwise stated, all staff includes employed staff, volunteers, supply or agency staff and contractors working in schools.

### a) Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding adults(s) who may pose a risk to children (e.g., staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- Any concerns related to serious crime, including knife crime;
- Any concerns relating to child-on-child abuse;
- Any concerns relating to youth produced sexual imagery (technology assisted abuse); and
- Any concerns relating to a child's engagement with extremist groups or ideologies.

### b) Responding to reports of abuse

All staff maintain an attitude of “**it could happen here**” and will always act in the **best** interests of the child.

Reports or information may be received from pupils, parents, or other members of the public. School recognises that some children may not find it easy to tell staff about abuse, having chosen carefully to whom they will speak. Accordingly, all staff will handle reports with sensitivity and make sure correct procedures are followed. All pupils are informed who they can speak

All pupils are informed who they can speak to in school and who they can speak to outside of school or when the school is closed, eg holidays or in an emergency. For example, ChildLine, a trusted adult or the police. All pupils are reminded how to report concerns via assemblies and PHSE lessons, the school identify

the teachers/form tutors who they can speak to and how to raise an anonymous concern or tell someone about possible abuse. Pupils with additional difficulties will have additional opportunities to raise concerns and access to appropriate means of communication based on their needs. Children can raise concerns with a trusted adult which would typically be their class teacher or member of support staff that is primarily based in their class. Children can access worry boxes or similar class based system to report a concern anonymously. Additional provision is in place for children with additional needs to understand the process or reporting concerns. This would be in the form of additional one to one time with an adult and access to different communication methods to enable them to communicate such as Makaton signs, or Clicker.

Such information cannot remain confidential, and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.

### c) Principles

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next. If in exceptional circumstances the DSL or deputy is not available this will not delay appropriate action being taken, staff will speak to senior member of staff and/or take advice from North Yorkshire children and families. In these circumstances the staff member will inform the DSL as soon as practically possible.

Staff will:

- Listen to and take seriously any direct report or information that a child may be at risk of harm;
- Try to ensure that the person telling does not have to speak to another member of school staff;
- Clarify the information only;
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Not ask leading questions;
- Try not to show signs of shock, horror, or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated lead in school;
- Reassure and support the person as far as possible;
- Explain that only those who 'need to know' will be told; and
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken.

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.** If a DSL is not available all staff must make the referral directly and inform the DSL as soon as possible.

### d) Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about harm to any child, including where there is already an open case to Children's Social Care, (e.g., Looked after Child).

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999;
- If they should report a crime that does not need an emergency response by calling 101;
- If there is an urgent safeguarding concern and they should call North Yorkshire council on 0300 131 2 131;
- Any urgent medical needs of the child; to call an ambulance on 999
- Whether to make an enquiry to North Yorkshire Council on 0300 131 2 131 to establish if the child is or has been subject of a Child Protection Plan;
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons; and
- The child's wishes and any fears or concerns they may have.

Then decide:

- Whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm;

**OR**

- Not to make a referral at this stage;
- If further monitoring is necessary and if so, what this will look like: and
- If it would be appropriate to undertake an **early help assessment** and/or make a referral for other services.

Records of the decision taken will be recoded on CPOMS.

### Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals for support. Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

When a professional has concerns about significant harm consent is not required should you believe informing the parents or carers would place a child at significant risk of harm. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions if appropriate. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for any decisions made, will be recorded on CPOMS.

All referrals to Children and Families Service will be made by submitting a [universal referral form](#) or the [Early Help Assessment form](#), if this has been completed already. Customer Service Centre will send notification that the referral has been received. **A decision should be made within one working day about the type of response that is required.** If no response received following the referral the DSL must contact the customer service centre confirm the outcome of the referral.

### Early help assessment

If early help is appropriate, the designated safeguarding lead (or a deputy) will lead on liaising with other agencies, such as the local authority, Health, Police or adult services and setting up an inter-agency assessment as appropriate. Staff may also be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review by the DSL and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

### e) Action following a child protection referral.

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- Make regular contact with Children's Social Care;
- Contribute to the Strategy Discussion and all assessments;
- Provide a report for, attend and contribute to any subsequent Child Protection Conference;
- Contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- Where possible, share all reports with parents prior to meetings;
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the [NYSCP procedures](#);
- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or their manager in Children's Social Care e.g., any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

### f) Recording and monitoring

School will record:

- Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan;
- Key contacts in other agencies including GP details:

- Any reports/accounts from child or others, including parents (and keep original notes);
- Significant contacts with carers/other agencies/professionals;
- All concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed, and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

All records will be objective and include:

- Statements, facts and observable things (what was seen/heard);
- Relevant diagrams indicating position, size, and colour of any injuries (not photographs);
- Words child uses, (not translated into 'proper' words);
- Non-verbal behaviours;
- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

School will monitor:

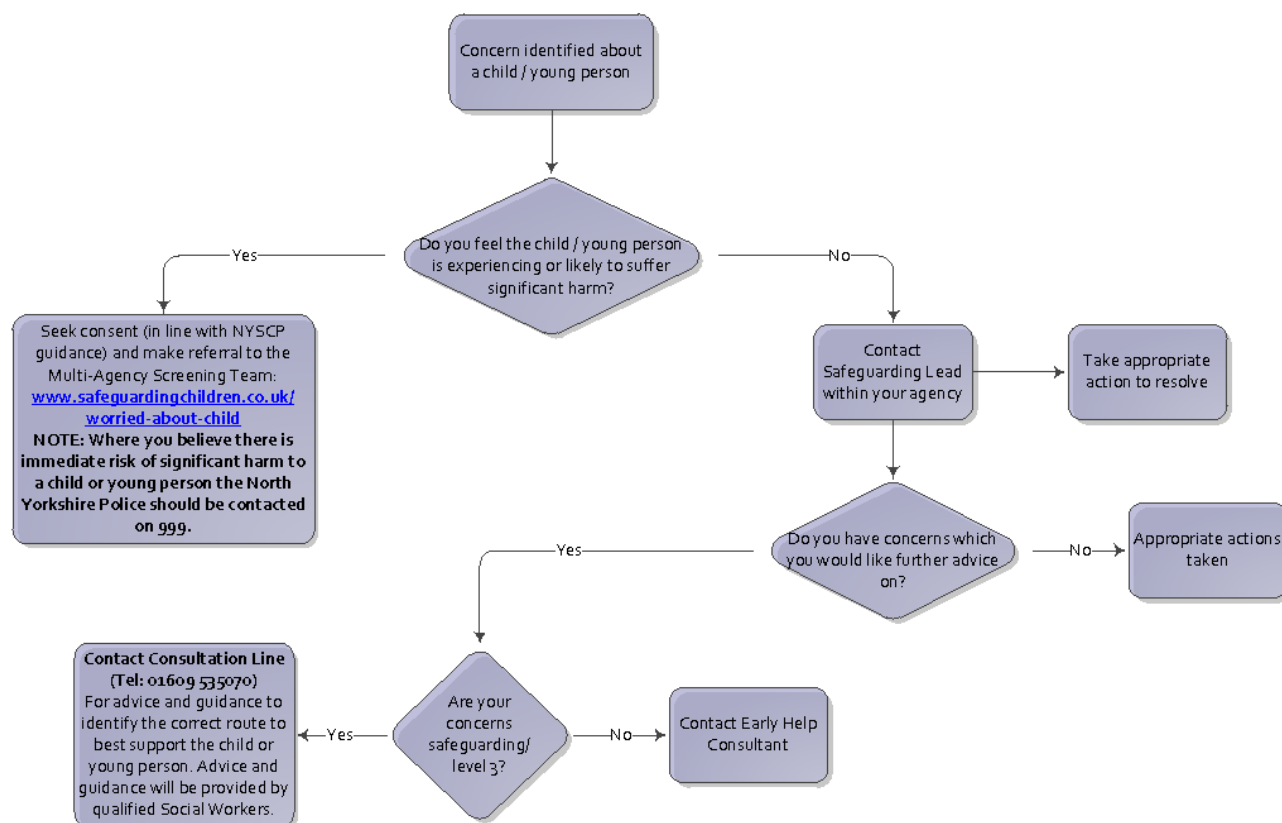
- Any cause for concern including where there could be serious child welfare concerns for example:
  - Injuries/marks;
  - Attendance;
  - Changes e.g., mood/ academic functioning;
  - Relationships;
  - Language;
  - Behaviour;
  - Demeanour and appearance;
  - Statements, comments;
  - Medicals;
  - Stories, 'news', drawings;
  - Response to P.E./Sport;
  - Family circumstances;
  - Parental behaviour/ care of child; and
  - Online activity on school ICT and reports from home

St Peter's CE Primary School will ensure all sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know. Records of safeguarding and welfare concerns will be recorded and held on CPOMS including and paper records which are to be uploaded onto CPOMS as soon as practicable. If in any doubt about sharing information staff should speak to the DSL.

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, ensuring they are recorded and clearly understood by all concerned.

### g) Supporting the child in partnership with parents and carers

- School recognises that the child's welfare is paramount, however, good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers;
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- The school will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.



## Child-on-child abuse

All staff recognise that children are capable of abusing other children (including online); All staff are clear about our policy and procedures with regard to child-on-child abuse;

This child protection policy identifies the different forms child-on-child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): the policy includes the school or college's approach to it.
- consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nude and semi-nude images and videos.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed, or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable.

## Responding to reports of child-on-child abuse

St Peter's CE Primary School recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported; we have a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We also recognise that it is more likely that girls will be harmed, and boys will harm, but that all child-on-child abuse is unacceptable and will be taken seriously.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded, and managed in line with the child protection procedures outlined in this policy.

The DSL is responsible for providing support to all children involved in incidents of child-on-child abuse including incidents of sexual violence and sexual harassment. Where incidents of child-on-child abuse involve

children attending another school setting we will liaise with the relevant DSL/DO at the setting to ensure appropriate information is shared.

We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed, or reported to the school (including those that have happened outside of school or online) the concern will be taken seriously and reported to the DSL following the procedures in this policy. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable.

Children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

We will ensure that all children who may have/have been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children who have experienced sexual harm.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false, or malicious, the DSL will consider whether the child or person who has made the allegation needs support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious, the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

Where child exploitation (i.e., criminal, sexual, trafficking, modern day slavery etc), or the risk of it, is suspected, all staff must notify the designated safeguarding lead, in line with this policy.

School to add details of the procedures to minimise the risk of child-on-child abuse in schools, to include;

- We continually review and risk assess the site and school activities to further minimise the risk of child-on-child abuse occurring
- We review the systems in place for pupils to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible. We regularly remind children through PSHE and worship time how and when they can raise concerns.
- Children and staff can anonymously report concerns by sending an anonymous letter to a member of staff via the school office or complete the [anonymous concern form online](#) (which triggers an automatic alert to the DSL).
- Staff undertake annual safeguarding training including KCSIE updates and specific online safety training which ensures includes regular updates around child on child abuse and the ways in which to minimise the risk of this

#### Responding to online abuse (technology assisted)

##### Sharing of nudes and semi nudes (guidance from UK Council for Internet safety)

If a staff member, including volunteers, contractors or visitors working in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

**They must not:**

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any children involved.

All incidents involving nudes and semi-nudes must be referred to the DSL (or equivalent) as soon as possible.

The DSL (or equivalent) will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

There should be subsequent interviews with the children or young people involved (if appropriate).

Parents and carers will be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.

A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

For further guidance on handling incidents of sharing nudes and semi nudes, including involving parents, police and Children social care [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671411/sharing_nudes_and_semi_nudes_advice_for_education_settings_working_with_children_and_young_people.pdf)

### Reporting of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises of "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow the child protection procedures set out above.

### The Prevent duty

St Peter's CE Primary School understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 and that this is part of its wider safeguarding obligations.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Further guidance to support the assessment of this risk can be found here: [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/managing-risk-of-radicalisation-in-your-education-setting)

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. St Peter's CE Primary School will ensure that staff will undertake Prevent awareness training.

The school understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being susceptible to being drawn to terrorism.

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. St Peter's CE Primary School have emergency procedures in place including a lockdown and evacuation procedures.

**If staff are concerned about a change in the behaviour of an individual or observe/hear something that concerns them (this could be regarding a colleague too) they must report this to the DSL. It is *not* the responsibility of the school staff to investigate or determine the truth of any report or allegation of abuse or neglect, including reports or allegations of child-on-child abuse. All staff have a duty to recognise concerns and take action. Accordingly, all concerns indicating possible harm, abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.**

#### Responding to allegations against staff

St Peter's CE Primary School is committed to ensuring the welfare and safety of all children in school, and will take seriously any allegations where a **member of staff, including a supply teacher, volunteer, contractor, Governor or Trustee, has:**

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

This will include allegations involving any type of abuse or neglect, including inappropriate relationships with pupils, grooming behaviour of any kind, possession of indecent photographs or images of children and other offences under the [Sexual Offences Act 2003](https://www.legislation.gov.uk/ukpga/2003/61).

Everyone who comes into contact with children and their families has a role to play in safeguarding children. If any member of staff (this includes employed staff, supply staff, volunteers, contractors, governors or Trustees) has a concern that a person working in or on behalf of the school may have behaved inappropriately, or they have received information that may constitute an allegation they must:

- **Immediately** report the facts to the headteacher or appropriate person (See table below) , who will act as the ‘case manager’.  
*(In the absence of the headteacher, then report immediately to the DSL or deputy)*
- Not withhold any information however trivial it may seem
- Complete a written record of the concerns which must be signed, dated and given to the case manager straight away
- Maintain confidentiality

Staff must not:

- Attempt to deal with the situation themselves.
- Make assumptions, offer alternative explanations, or diminish or embellish the seriousness of the behaviour or alleged incidents.
- Withhold information or promise confidentiality.
- Take any action that might undermine any investigation or disciplinary procedure, such as disclosing confidential information, interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents/carers.

Where to direct concerns:

Complaint/concern about:	Report to:
School staff (including supply teachers, volunteers and contractors)	Headteacher
Headteacher	Chair of Governors, who will inform the Trust CEO as soon as possible
Chair of Governors, an individual governor, whole school local governing body	Clerk to Governors, via school office. Clerk with inform CEO
Trust central services staff	Trust CEO
Trust CEO	Chair of Trustees
Chair of Trustees, any individual trustee or the whole Trust Board	Clerk to Trustees, via Trust office

St Peter’s CE Primary School recognise the importance of responding to dealing with any concern in a timely manner to safeguard the welfare of children. In order to do this, it is also important to create a culture of openness, trust and transparency to encourage all staff to share any concerns – no matter how small – so that they can be addressed appropriately.

'Low-level concerns', and the importance of addressing such concerns, are set out within [KCSIE 2023](#). The statutory guidance provides examples as to the type of behaviour which could be deemed to be a low-level concern, i.e., behaviour or conduct which does not meet the threshold to be considered as an allegation against staff, but which may cause a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that;

- Is inconsistent with the code of conduct, including inappropriate conduct outside of work; and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- using inappropriate sexualised, intimidating, or offensive language.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. All concerns will be reported to the Headteacher/DSL (in line with the Code of Conduct). The Headteacher will discuss concerns with the LADO and/or HR for advice on thresholds. Where the Headteacher is not the line manager for that individual, low level concerns will be shared with the relevant line manager.

Following initial discussion with the LADO and/or HR, on receipt of a low-level concern from a third party, the Headteacher/DSL should collect as much evidence as possible by speaking to the person who raised the concern and to the individual involved and any witnesses. This information will aid your consideration of any further action that may be necessary. All actions taken in respect of the low-level concerns, along with all instances will be recorded clearly and comprehensively in writing, including the details of the concern, the context in which the concern arose, and the action taken.

### 3. School Commitment and Values

St Peter's CE Primary School staff, governors, trustees, and volunteers are committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children are potentially at greater risk of harm (KCSIE). We recognise that children who are abused may find it difficult to talk about the abuse they have experienced and therefore, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils.

We will adopt a child-centred approach to our work, we will act in the best interests of our children, and we will ensure that everyone is aware of their safeguarding responsibilities.

## Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

## Multi-agency working in North Yorkshire

St Peter's CE Primary School works in partnership with the North Yorkshire Safeguarding Children Partnership (NYSCP). Our school has a pivotal role to play in multi-agency safeguarding arrangements NYSCP and contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2018'.

The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved, and included in the new safeguarding arrangements. As a named relevant agency, we are under a statutory duty to co-operate with the published arrangements.

**THE SCHOOL IS AWARE OF AND WILL ALWAYS ACT IN LINE WITH [THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE](#)**

## 4. Roles and Responsibilities

### All Staff and volunteers

It is essential that everybody working at our school understands their safeguarding responsibilities. Staff will read at least Part one, **Part five** and Annex B of KCSIE at induction. Staff confirm that they have received, read and understood the school safeguarding policies and procedures and these records are maintained. **The Designated safeguarding lead will determine where further reading of KCSIE is required (parts two, three and four) or when Annex A is provided for those who are not working directly with children.**

All school staff and volunteers:

- know the systems in school which support safeguarding, and these are explained to them as part of staff induction. This includes the:
  - child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse;
  - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
  - staff code of conduct;
  - safeguarding response to children who go missing from education; and
  - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies).

- are aware of their local early help process and understand their role in it;
- are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17) and section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments;
- know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including mandatory reporting of Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child;
- are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim is never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor is a victim ever be made to feel ashamed for making a report;
- are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication;
- understand that they have a responsibility to provide a safe environment in which children can learn;
- are prepared to identify children who may benefit from early help; and
- know that children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation, or child criminal exploitation.
- should consistently respond to prejudice-based incidents, hate incidents, and hate crime and schools should record, analyse, and respond to any emerging issues. All Trust schools are encouraged to report any hate incidents and hate crime to North Yorkshire County Council using the [online reporting tool](#) where it will be shared with the multi-agency Inclusive Communities Working Group, in order to identify common themes and inform future approaches to tackling hate crime. St Peter's CE Primary School support staff to report prejudice-based incidents, hate incidents and hate crime as appropriate. Further supporting guidance for schools can be accessed [here](#).
- **understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.**

### Designated Safeguarding Lead (DSL) and Deputies

The DSL role is set out in full in KCSIE 2022 Annex C. The DSL role is explicit in their job description. The role carries a significant level of responsibility and the Local Governing Body have ensured that they are a senior member of staff on the school's leadership team and that they take **lead responsibility** for safeguarding and

child protection (including online safety and the understanding the filtering and monitoring systems that are in place).

The DSL has the appropriate status and authority within the school to carry out their duties. The DSL is given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The activities of the DSL can be delegated to an appropriately trained deputy, but the ultimate lead responsibility of child protection as set out in this policy remains with the designated lead. The school will appoint and train any deputies, these will be named on this policy.

The DSL and their deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. Deputy DSL(s) will be trained to the same standard as the DSL. Training will provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care.

They will refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. They will liaise with the NYSCP to understand the local safeguarding context and highlight any safeguarding risks to staff, pupils and parents. Local and national updates and best practice will be shared via the DSL Network lead by the Trust Safeguarding Lead.

During school hours, the DSL and or deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other forms of appropriate communication. Arrangements are in place for any out of hours/out of term activities.

Arrangements in place: All staff have the direct email address and phone numbers of the DSL and DDSL's who can be contacted out of hours. All incidents logged on CPOMS trigger an automatic email alert to the DSL and DDSL's.

**The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads will read as part of the induction and will comply with this.**

The Designated Teacher for looked after and previously looked after children

St Peter's CE Primary School has appointed a designated teacher who works with the Local Authority to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the appropriate training and the relevant qualifications and experience.

The **Designated Teacher** works with the **Virtual School Head**, who manages pupil premium plus for looked after children.

The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan. The designated teacher works with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

### The Headteacher

The Headteacher ensures that:

- the safeguarding related policies and procedures adopted at Trust and school level (as set out below) are fully implemented and followed by all staff, pupils, and visitors;
- Communicating this policy to parents when their child joins the school and via the school website.
- they liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves);
- they act the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- they receive appropriate safeguarding and child protection training which is regularly updated;
- they promote a strong culture of safeguarding across the school.

### Trust Board

The Trust has overall responsibility for all aspects of safeguarding in its schools. To discharge its safeguarding obligations appropriately, governance responsibilities are delegated as set out in the Scheme of Delegation.

The Trust Board will appoint a **safeguarding trustee** to oversee the overall Trust safeguarding strategy. Their responsibilities include, but are not limited to, providing appropriate challenge and support to the Board in holding its schools accountable, ensuring there is external support and advice available to schools especially where there are complex safeguarding concerns or allegations against staff, being aware of outcomes of safeguarding reviews and subsequent actions, and reporting findings to the Board.

The Trust Board have strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole-trust approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes and policies operate with the best interests of the child at their heart. Ensuring the review and development of safeguarding related policies and procedures will be led at Trust or school level (as indicated below).

The Trust Board ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online risks) at induction that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place across the Trust and in our school are effective and support the delivery of a robust Trust wide approach to safeguarding. Their training is regularly updated, and a log of training is maintained.

The Trust Board are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The Trust board understands the obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Trust Board understand that it is essential that children are safeguarded from potentially harmful and inappropriate online material and will do all they reasonably can to limit children's exposure to the above risks from the Trust and school's IT system. The Trust Board will ensure all schools across the Trust have appropriate filters and monitoring systems in place.

### Responsibilities of the Trust Board

- ensure policies and procedures, adopted by the governing bodies are understood and followed by all staff;
- ensure the Trust child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with trustees, governing bodies, and staff regarding this;
- ensuring the child protection policy is available publicly to parents and people accessing the school site;
- ensure staff receive training and the latest local policies on safeguarding arrangements;
- ensure information about the welfare, safeguarding and child protection issues that children, including children who have or have had a social worker, are experiencing is shared with the board to promote educational outcomes.
- ensure child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements;
- ensure the Trust has appropriate filters and monitoring to reasonably limit exposure to risks via the IT systems. In applying appropriate controls consideration is given to the age range of children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks;
- understands that whilst it is essential that they ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding;
- Working with its schools, the Trust will apply the appropriate level of security protection and procedures in place, to safeguard systems, staff, and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies.

### School Governance

The Local Governing Body is responsible for the implementation, maintenance, and monitoring in respect of this policy and will ensure that staff undergo appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. They will ensure that all safeguarding related policies and procedures are effectively communicated to staff, visitors, pupils, volunteers, parents, and carers. The local governing body will appoint a link governor to monitor the effectiveness of safeguarding provision and report to the Chair of governors and the safeguarding Trustee.

## Responsibilities of the local governing body

- ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- ensure there are effective child wellbeing and safeguarding policies in place including, but not limited to:

Trust level	School level
<b>Child protection policy</b> ( <i>template</i> )	<b>Child protection policy</b> ( <i>school context</i> )
	<b>Behaviour policy</b>
	<b>Children with health needs who cannot attend school</b>
<b>Pupil Attendance policy</b> ( <b>children absent from education</b> ) ( <i>template</i> )	<b>Pupil Attendance policy</b> ( <b>children absent from education</b> ) ( <i>school context</i> )
<b>Designated teacher for looked-after and previously looked-after children policy</b>	
	<b>Special educational needs and disability</b>
<b>Supporting pupils with medical conditions policy</b> ( <i>template</i> )	<b>Supporting pupils with medical conditions policy</b> ( <i>school context</i> )
<b>Mental health and emotional wellbeing policy</b> ( <i>primary - template</i> )	<b>Wellbeing and mental health policy</b> ( <i>secondary</i> ) <b>Mental health and emotional wellbeing policy</b> ( <i>primary – school context</i> )
<b>Whistleblowing policy</b>	
<b>Staff code of conduct</b> (including low-level concerns)	
<b>Recruitment policy</b> (including safer recruitment, and recruitment of ex-offenders)	
<b>Online safety policy</b>	
<b>Educational visits policy</b>	<b>Educational visits guidance</b>

- ensure these policies, along with Part One, **Part Five** and Annex B of KCSIE, and information on the role and identity of the DSL are provided to all staff on induction. A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors; **the headteacher will decide the level of information that is provided to temporary staff, volunteers and contractors based on the level of contact with children and access to the school site a record of the information provided will be recorded.**
- ensure the Recruitment and Selection Policy is embedded and effective; in accordance with Part Three of KCSIE.

- ensure school holds more than one emergency contact number for each pupil (where reasonably possible);
- ensure a whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, whether or not this has been reported;
- ensure the school has embedded and effective safeguarding arrangements in place to respond to children **who are absent from education and** children missing from education, particularly on repeat occasions;
- ensure child protection files are maintained in line with Annex C of KCSIE
- ensure staff safeguarding training (including online safety **and an understanding of filtering and monitoring**) is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning;
- **ensure filtering and monitoring systems in school are embedded and have been reviewed at least annually to assess if they are effective, and**
- ensure this policy is revised annually (as a minimum) to reflect the Trust model and school information updated if needed before being made available publicly either via the school website and or by contacting the school office for a paper copy.

The Trust and Local Governing Body understands the obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE 2023.

- **Under the Human Rights Act they understand that it is unlawful for schools and colleges to act in a way that is incompatible with the convention. The specific convention rights applying to schools and colleges are:**
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right);
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity;
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
  - Protocol 1, Article 2: protects the right to education.
- **Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances [Human Rights | Equality and Human Rights Commission](#)**
- **Under the Equality Act they understand that:**
  - they **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics);
  - they must carefully consider how they are supporting their pupils and students with regard to protected characteristics - including disability, sex, sexual orientation, gender reassignment and race;
  - they can take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, [Equality Act 2010: advice for schools](#).
- **Under the Public Sector Equality Duty, they understand that:**
  - this places a general duty on the Trust and schools to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not;

- the duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry, and racism; the schools or colleges must be conscious of disproportionate vulnerabilities and will integrate this into our safeguarding policies and procedures [Technical Guidance on the Public Sector](#)

Governors and Trustees recognise the importance of information sharing between practitioners and local agencies. The Trustees and Local Governing Body will ensure that relevant staff have due regard to relevant data protection principles to enable them share (and withhold) personal information, outlined in KCSIE 2023

- being confident about the processing conditions for storing and sharing information for safeguarding purposes, including sensitive and personal information that should be treated as “special category personal data”;
- understanding that the “safeguarding of children and individuals at risk” is a processing condition that allows practitioners to share special category personal data. Information can be shared without consent where there is good reason to do so, to enhance the safeguarding of a child in a timely manner, if it is not possible to gain consent, or cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk of harm; it would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk; and
- not providing pupils’ personal data where the serious harm test under the legislation is met, for example where the child is in a refuge or another form of emergency accommodation.

The Local Governing Body will ensure that the school or college contributes to multi-agency working in line with [Working Together to Safeguard Children \(2018\)](#)

The Local Governing Body understands their role within the local safeguarding arrangements, and the senior leadership team and DSLs are aware of and follow the local arrangements.

Governors and Trustees understand their statutory duty to co-operate and will act in accordance with the arrangements published by the NYSCP.

Governors and Trustees will allow access to children’s social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment.

The Trustees and Local Governing Body will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.

Trustees and local governing body are aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding: [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#) [School inspection handbook for September 2023 - GOV.UK \(www.gov.uk\)](#)

## 5. Identifying children and young people who are suffering or likely to suffer significant harm and ensuring early help

Teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. The definitions we use in our school to define abuse and neglect are exemplified in KCSIE.

Our staff are trained to have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, being absent from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Staff are trained on all issues outlined in KCSIE and contained within KCSIE Annex B.

St Peter's CE Primary School liaise with local the local safeguarding partners to understand the local safeguarding context, these form part of the training for staff and inform our direct work with pupils and parents.

All staff have an understanding of **Early Help**. Any child may benefit from early help, but all school and college staff are particularly alert to the potential need for early help for any children identified in KCSIE. If early help is appropriate, the designated safeguarding lead (or a deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may also be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

- All school staff are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy);
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, sexual abuse, serious youth violence and county lines; and
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- Staff recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers. (Please also refer to the SEND policy)
- All staff are aware of how the school manages and supports issues of Child-on-child Abuse, Sexual Harassment, Online Sexual Abuse and Sexual Violence

Other safeguarding issues all staff are aware of include: *(Further information can be found in KCSIE)*

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Domestic abuse
- Forced marriage
- Serious violence
- Mental Health
- Homelessness

If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support. At St Peter's CE Primary School we are trained in/ offer a range of pastoral approaches to provide support to children and families at the earliest opportunity. We work very closely with the Early Help service as well as JUST B (counselling service). Staff are trained in interventions including but not limited to Time to Talk, Emotional Literacy and Lego Therapy.

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

St Peter's CE Primary School understand that whilst all children should be protected, it also recognises that some groups of children are potentially at greater risk of harm for example children who need a social worker. Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health;

The Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information to make decisions in the best interests of the child's safety, welfare, and educational outcomes; and

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### Children who are absent from education

- We understand that children absent from education, particularly persistently and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation – particularly county lines. We will respond to children absent from education to support identifying such abuse and help prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community.
- Further details on how we support children who are absent from education can be found in our Pupil Attendance Policy.

### Children requiring mental health support

- We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
- We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils: and

St Peter's CE Primary School has a senior mental health lead, they are supported in their role and have access to senior mental health leads' training. Mrs Alice Jones is the school trained Mental Health professional. She has completed Mental Health First Aider training in April 2021 and Senior Mental Health and Wellbeing Lead training in March 2022. Mrs Jones attends a half-termly Emotional Health and Wellbeing Network for the Harrogate Area, where she is the representative for education.

St Peter's School has a range of mental health and wellbeing support in school including but limited to – ELSA interventions, Just B, refer to SEN Hub, refer to Compass Phoenix, Carers' Resource, CAMHS. Early Help Assessments are completed for children or families struggling with mental health and wellbeing. Solihull parenting programme for parental information to support their children, Your Family Toolkit from North Yorkshire has released modules for parents to support their children. St Peter's works closely with each family on an individual basis to assess the provision that is most likely to have the highest chance of success based on the need(s) identified.

### Care leavers

- The DSL has details of the Local Authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

### Children with special educational needs or disabilities (SEND) or certain health issues

- St Peter's CE Primary School recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
  - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
  - Communication barriers and difficulties in managing or reporting these challenges; and
  - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so.
- There will be close liaison between the DSL and the SENCO where there are any reports of abuse involving children with SEND; and
- We ensure that the relevant safeguarding policies reflects and addresses these additional challenges, and the school considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

### Children who are lesbian, gay, bi, or trans (LGBT)

- The Trust and Local Governing Body understand the fact that a child or a young person who may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT;
- We understand that the risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff; and
- LGBT inclusion is part of our statutory Relationships Education (for all primary pupils) and Health

## 6. Safeguarding children and young people

### Multi-agency working

- St Peter's CE Primary School has a duty alongside the safeguarding partners to work together to safeguard and promote the welfare of children. We will be fully engaged and involved in safeguarding arrangements;
- We understand and will follow the processes for early help assessments and the criteria, including level of need, for when cases should be referred for assessment and for statutory services under S47 and S17;

- We understand and will follow the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children; and
- St Peter's CE Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

### Information sharing

- The Trust recognises that information sharing is vital in identifying and tackling all forms of abuse and neglect, in promoting children's welfare, including educational outcomes. We understand our powers to share, hold and use information for these purposes;
- We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information will not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children;
- Arrangements are in place to set out the processes and principles for sharing information within the Trust and school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required; and
- St Peter's CE Primary School is proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.
- The DSL will ensure that all safeguarding records are managed in line with annex C of KCSIE and in accordance with the Data Protection Act 2018 and GDPR. Records will include
  - A clear and comprehensive summary of the concern;
  - Details of how the concern was followed up and resolved;
  - A note of any action taken, including the timeframe for the follow up actions and who carried out these actions, the decisions reached and the outcome.
- Child protection files will be transferred to the new school within the timescales set out in KCSIE. This will be separate from the child's main file, ensuring safe transit and confirmation of receipt will be retained. In addition to the child protection file, the DSL will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving;

### Staff training

- All staff and volunteers will undergo safeguarding and child protection training (including online safety and understanding the filtering and monitoring systems and processes in place) at induction. The training will be regularly updated. Induction and training will be in line with any advice from the safeguarding partners; and include the local safeguarding context.
- In addition to this training, all staff receive safeguarding and child protection (including online safety and an understanding of filtering and monitoring) updates via email, weekly staff briefing, and staff

meetings, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

- Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy; via discussion at DSL meetings, sharing of the draft policy, annual staff questionnaires, standing item on weekly staff meeting agenda.
- The Local Governing Body has regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

#### Opportunities to teach safeguarding

- St Peter's CE Primary School will teach about safeguarding, including online safety, and it is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;
- Safeguarding will be considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Health Education;
- Relevant topics will be included within Relationships Education (for all primary pupils) and Health Education. In teaching these subjects schools will have regard to the statutory guidance;
- We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities);
- Teaching of these topics will be adapted as necessary to ensure the appropriate available support is in place for vulnerable pupils or pupils with SEND. For example, knowledge been broken down into smaller step sequences, use of appropriate visual images, small group or 1 to 1 input, use of visual images and or definitions to support understanding of vocabulary.
- Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver; and,
- Our programme covers the following issues (at an age-appropriate stage): edit and add to the list below
  - healthy and respectful relationships
  - boundaries and consent
  - stereotyping, prejudice and equality
  - body confidence and self-esteem
  - how to recognise an abusive relationship, including coercive and controlling behaviour
  - the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and

- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- risks in the community including water, road, train, fire

### Online safety

- St Peter's CE Primary School has an effective whole school approach to online safety which includes an understanding of filtering and monitoring to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate;
- We understand that online safety can be categorised into the four areas of risk outlined in KCSIE; and have procedures in place to manage incidents of online or technology assisted harm. (See section above)
- Online safety is an on going and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. We consider how online safety is reflected in all relevant policies and consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- The [online safety policy](#) can be accessed via our website.

### Use of mobile/smart technology and remote working

St Peter's CE Primary School has a clear policy on the use of mobile phones. For staff this is outlined in the [Trust Code of Conduct in section 12 – Use of Information Systems](#).

For children this outlined in our [Behaviour Policy Appendix F](#) – Mobile Phone Statement.

For visitors including parents this is outline din our [Visitor Policy](#) and reinforced in our Visitor leaflet (of which a written copy is given to all first time visitors).

- Where children are being asked to learn online at home the schools will follow the guidance set out in KCSIE 2023
- Our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

### Information security, filters, access, and monitoring

- St Peter's CE Primary School has appropriate filters and monitoring to reasonably limit exposure to risks from the Trust and school's IT system. The online safety policy is reflective of the requirements set out in KCSIE.

- In applying appropriate controls St Peter's CE Primary School considers the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks;
- The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty;
- We understand that whilst it is essential that appropriate filters and monitoring systems are in place, we are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding;
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified;
- St Peter's CE Primary School will apply the appropriate level of security protection and procedures in place, to safeguard our systems, staff, and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies: and
- In conjunction with the Trust, St Peter's CE Primary School will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.
- Procedures are in place to manage and report any technology assisted safeguarding incidents, all staff are made aware of reporting any concerns to the DSL.

#### Safeguarding concerns or allegations about adults working in schools

- St Peter's CE Primary School has procedures in place to manage **any** safeguarding concerns (no matter how small), and allegations that **do not** meet the harm threshold against staff (including supply staff and volunteers and contractors). These are known as **Low Level Concerns** will be addressed as set out in Section two of Part four of KCSIE and in line with NYSCP procedures;
- Concerns and allegations that **may** meet the harm threshold will be addressed as set out in Section one of Part four of KCSIE and in line with NYSCP procedures;
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The Trust and Local Governing Body is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first as the employer, the Trust will consider whether to refer the case to the Secretary of State.
- Full procedures can be found in the Trust Managing allegations against staff policy.
- Where schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises running activities for children, they will follow the managing allegations policies and procedures, including informing the LADO.

### The use of 'reasonable force'

- We are aware that there are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. 'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom;
- The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances; and
- Staff receive de-escalation training and only those with appropriate training will use restrictive physical intervention when necessary. Incidents will be recorded and monitored by the DSL and reported to local governing body.
- We understand the risks presented by incidents involving children with Special Educational Needs or Disabilities (SEND), mental health or with medical condition and recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty and makes reasonable adjustments, and by planning positive and proactive behaviour support, seeks to reduce the occurrence of challenging behaviour and the need to use reasonable force.

### Use of school premises for non-school activities

- Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe; and
- When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.
- Where the hirer is an organisations or individuals that provide tuition, training, instruction or activities to children in England without their parents' or carers' supervision, the hirer will be required to follow the requirements in [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](#)

- Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (e.g., *Community groups, sports associations or service providers that run extra-curricular activities*). the, schools will follow their safeguarding policies and procedures, including informing the LADO

#### Alternative provision

- St Peter's CE Primary School recognises that the cohort of pupils in Alternative Provision often have complex needs and we are aware of the additional risk of harm that these pupils may be vulnerable to. We will have regard to DfE statutory guidance for commissioners of Alternative Provision.
- The local governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE.
- Pupils who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to, and appropriate risk assessments/support plans are in place where pupils access provision offsite.

#### Elective home education (EHE)

- We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs; and
- We will inform the Local Authority of all deletions from our admission register when a child is taken off roll and will work with key professionals to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational need or a disability, and/or has a social worker and / or is otherwise vulnerable.
- It is the duty of the Headteacher (Education (Pupil Registration) (England) Regulations 2006) to inform the Local Authority (LA) when a parent has confirmed in writing his or her decision to educate his or her child otherwise than at school. If a member of staff becomes aware that a parent/carer is considering EHE it is important that you inform the Headteacher who will contact [electivehomeeducation@northyorks.gov.uk](mailto:electivehomeeducation@northyorks.gov.uk) so that the locality EHE Advisor can arrange a Pre-Decision meeting.

## 7. Policy references and associated documents

The policy updates the policy issued in 2022 and is in line with:

- The Education Act 2002 (sections [157](#) / [175](#))

- [Section 157](#) of the Education Act 2002 and [Education \(Independent School Standards\) Regulations 2014](#) applies to the proprietors of independent schools, including academies and city technology colleges
- [Sections 175](#) of the Education Act 2002 and [Education \(Independent School Standards\) Regulations 2014](#) applies to local education authorities and the governors of maintained schools and Further Education Colleges
- [North Yorkshire Safeguarding Children Partnership \(NYSCP\) Safeguarding Procedures and Practice Guidance](#)
- [Working Together To Safeguard Children](#) HM Government 2018
- [Keeping Children Safe in Education \(KCSIE\)](#) DfE 2023
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- [What To Do If You Are Worried A Child is Being Abused](#) 2015
- Recommendations from national and local Serious Case Reviews
- [Statutory framework for the early years foundation stage](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- [Sexual Violence and sexual harassment between children in schools and colleges](#) DfE 2021
- DfE guidance relating to COVID19 <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
- [Sections 26 & 29](#) of the Counter Terrorism Act 2015
- [Sections 1 and 5B](#) of the Female Genital Mutilation Act 2003 & [Section 70](#) of the Serious Crime Act 2015
- [Section 3](#) of the Domestic Abuse Act 2021
- [SEND Code of Practice January 2015.pdf](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

#### Associated documents:

- Recruitment and selection policy
- Induction policy
- Staff code of conduct
- Managing allegations against staff policy
- Online safety policy
- Acceptable use agreements
- Prevent strategy
- Wellbeing and mental health policy / Mental Health and emotional wellbeing policy (primaries)
- Behaviour policy
- SEND policy
- Pupil attendance policy
- Educational visits and trips policy
- Supporting pupils with medical conditions policy
- Designated teacher for looked after and previously looked after children policy
- Data protection policy
- Whistleblowing policy

- Complaints policy

This policy has been developed from the North Yorkshire Safeguarding Children Partnership child protection template and guidance.

