



Red Hall Primary School

Child Protection and Safeguarding Policy

Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding leads (DSL)	DSL - Julie Davidson DDSL's – Debbie Hayman, Ang Clemmons, Naomi Henry	01325 254770
Early Years Safeguarding Lead	DSL - Carly Egglestone	
STRIVE Safeguarding Lead	DSL - Katie Jaitay DDSL - Ryan Todd	
Designated Teacher for Looked After Children (LAC)	Ryan Todd	
Early Help Lead	Ang Clemmons (Child and Family Wellbeing Lead)	
Prevent Single Point of Contact (SPOC)	Julie Davidson	
Local authority designated officer (LADO)	Shirley Saunders	01325 403284 designatedofficer@darlington.gov.uk
Chair of governors	Sarah Small	01325 254770
Safeguarding governor	Sarah Small	
Channel helpline		020 7340 7264

Red Hall Primary School Safeguarding Policy

REFERRAL TO DARLINGTON

If you are a professional and have a concern regarding a child or young person, please contact the Children's Initial Advice Team (CIAT), you can do this by telephone on **01325 406252**.

The Children's Initial Advice Team (CIAT) will ensure that children and young people will get the right service, first time, with no delay.

The CIAT is open during the following hours:

Monday - Thursday: 8:30 am - 5:00 pm

Friday: 8:30 am - 4:30 pm

If you need to get in touch out of office hours, contact the Out of Hours Emergency Duty team by telephone: **01642 524552**.

Remember that if you suspect a child or young person is at immediate risk of harm then phone the police on **999**

Red Hall Primary School Safeguarding Policy

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Red Hall Primary School Safeguarding Policy

Contents:

1. Aims and Objectives
2. Introduction
3. Rational
4. Equality Statement
5. Roles and Responsibilities
6. Confidentiality
7. Recognising abuse and taking action - Child Protection Procedures
8. Allegations made against other Pupils
9. Online safety and the use of mobile technology
10. Allegations against staff or volunteers
11. Pupils with a social worker
12. Looked-after and previously looked – after children
13. Missing Children (CME)
14. Children with SEND
15. Pupils who are lesbian, gay, bisexual or gender questioning
16. Induction and training
17. Site security
18. Complaints Procedure
19. Recruitment
20. Physical intervention
21. Handling the Media

Appendix A – Children’s Initial Advice Team – How to make a referral

Appendix B – Specific Safeguarding Issues; Definitions, Signs and Indicators

Appendix C - Key Safeguarding Contacts

Appendix D - Legislation and Statutory Guidance

Appendix E– Related Safeguarding Policies

Appendix F – CPOMs Guidance

Appendix G - Acronyms Used

Red Hall Primary School Safeguarding Policy

1. Aims and Objectives

This policy ensures that all staff / volunteers in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- 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
- Staff are properly trained in recognising and reporting safeguarding issues

This policy is based on the Department for Education's (DfE's) statutory guidance **Keeping Children Safe in Education (2025)** and **Working Together to Safeguard Children (2023), Darlington Safeguarding Partnership** and the **Maintained Schools Governance Guide**. This policy also meets the requirements relating to safeguarding and welfare in the **statutory framework for the Early Years Foundation Stage**

This policy is also based on further legislation outlined in Appendix D:

2. Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work at Red Hall Primary. They have the right to be safe in our school.

In our school we respect our children. The atmosphere within our school and the ethos we promote is one that encourages children to be valued and listened to. We provide opportunities that enable our children to take and make decisions for themselves.

3. Rationale

Schools have a duty of care towards safeguarding and promoting the welfare of their pupils acting in loco parentis. Whilst our procedures cannot ensure that child abuse does not occur, all staff have a shared responsibility to ensure that child abuse does not go undetected or unreported.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix B defines neglect in more detail.

Red Hall Primary School Safeguarding Policy

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Our crucial role in preventative education

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic, transphobia and sexual violence/harassment. This is underpinned by:

Red Hall's behaviour policy

Our pastoral support system

Our planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- 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, 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
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

DSLs in school are aware of the importance of children having an "appropriate adult" to talk to.

Red Hall Primary School Safeguarding Policy

4. Equality statement

Some children have an increased risk of abuse, both online and offline, 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.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of safeguarding partners. Our policy and procedures also apply to extended school and off site activities.

All staff

All staff who work with children will:

- Read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, **Keeping Children Safe in Education**, and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety policy including expectations and roles and

Red Hall Primary School Safeguarding Policy

responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education

- The early help process and their role in it, including identifying emerging problems, liaising with the DSL and/or Ang Clemmons, and sharing information with other professionals to support early identification and assessment
- How to keep appropriate records on CPOMS (Child Protection Online Monitoring System) of concerns about a pupil even if there is no need to make an immediate referral.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- What to look for to identify children who need help or protection
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time

The Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of school hours the DSL can be contacted via the school email addresses.

When the DSL is absent, the deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare a child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

Red Hall Primary School Safeguarding Policy

- Act as our Prevent Lead and make sure that staff have appropriate Prevent training and induction.

The DSL will also:

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The Governors

The governing body will:

- Facilitate a whole school approach to Safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Approve this policy at each review, ensure it complies with the law and hold the HeadTeacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link governor to monitor the effectiveness of this policy.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors)

Red Hall Primary School Safeguarding Policy

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education in its entirety

The Headteacher (who is also the DSL)

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follows the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting

6. Confidentiality

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share

Red Hall Primary School Safeguarding Policy

information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved

Red Hall Primary School Safeguarding Policy

- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

If a child is suffering or likely to suffer harm, or in immediate danger;

- Make a referral by telephoning CIAT (Children’s Initial Advice Team) and/or the police immediately if you believe a child is suffering or likely to suffer harm or is in immediate danger.
Remember, anyone can make a referral.
- Tell the DSL as soon as possible
- Record the nature of the concern and your actions as soon as possible on CPOMs
- You may also use the following link to the GOV.UK webpage for reporting child abuse to your local council: <https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure to you;

If a child discloses a safeguarding issue to you, you should;

- Listen carefully and believe them.
- Allow them to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

Red Hall Primary School Safeguarding Policy

- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to CIAT and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Professionals can question a child to gather information to find out what has happened. Questions to use: what has happened? who is potentially responsible? Where? and when? This Information is needed to gather the facts, assess the level of concerns and risk.

Remember you can also use TED style questioning

- Tell
- Explain
- Describe

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "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'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix C.

- **Any teacher** who discovers (either through disclosure by the victim or observing physical signs) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- **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 or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned 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 should not examine pupils.

Red Hall Primary School Safeguarding Policy

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from Children's Initial Advice Team. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early Help Assessment

If an early help assessment is appropriate, the DSL (Child and Family Wellbeing Officer) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Please speak with Ang Clemmons if you feel an Early Help Assessment would be appropriate for a child and their family.

Referrals

Under normal circumstances the DSL will refer any suspected case of child abuse to Local Authority Children's Services or the Police. However, any member of staff can make a referral and should do so if they have serious concerns and the designated teacher has not done so. If you make a referral directly, you must tell the DSL as soon as possible.

Initial contact with Children's Initial Advice Team is usually by telephone (**see Appendix A**)

You will need the child's name and DOB when contacting CIAT.

Make a note on CPOMs of;

- The name of the person you make the referral to
- The date
- The time
- The conversation that took place and any further actions.

If you have a mental health concern

Staff are well placed in our school to identify behaviour that suggests children may be experiencing mental health problems or those at risk of developing one.

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Red Hall Primary School Safeguarding Policy

- **All staff must have awareness of where children have suffered abuse, neglect, trauma, child adverse experiences that these can have an impact of a child's mental health, attendance, behaviour and education attainment.**
- Staff should have awareness of the long-lasting impact of abuse, neglect, trauma and child adverse experiences on mental health, behaviour and education.
- Where a child has mental health issues and there are safeguarding concerns staff should implement child protection procedures.

If you have a mental health concern that is NOT also a safeguarding concern, speak to the DSLs and Well Being Team to agree a course of action.

Domestic Abuse

Staff receive regular training on the impact on domestic abuse and ways of supporting children who have experienced this. From September 2022, KCSIE explains that:

- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims, and perpetrators, in their own relationships too
- The abuse can be physical, sexual, financial, psychological or emotional

In addition, it mentions:

- That extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships)

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Red Hall Primary School Safeguarding Policy

Emergency Procedures – When to call the Police

The police are the only agency with statutory powers for the **immediate** protection of children.

If a child is believed to be in danger or imminent risk of harm the designated teacher or any staff member can make a referral direct to the police.

The **NSPCC- When to call the police** document should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Access point.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (Unless unsafe or inappropriate)
- Seek advice. (Anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on the CPOMS system used in school. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Recording everything in writing will help if/when responding to any complaints about how you handled a case.

8. Allegations of abuse against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

Red Hall Primary School Safeguarding Policy

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We will minimise the risk of child-on-child abuse by:

- Taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

Red Hall Primary School Safeguarding Policy

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

Children can show signs or act in ways they hope adults will notice and react to

- A friend may make a report
- A member of staff may overhear a conversation
- A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Sharing of nudes and semi-nudes (‘sexting’)

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You 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

Red Hall Primary School Safeguarding Policy

- 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 young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Red Hall Primary School Safeguarding Policy

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMs.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Relationships education and Online Safety. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

Red Hall Primary School Safeguarding Policy

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse to trusted adults in school
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils through educating them as part of our Relationships and Sex Education Curriculum and through PSHE.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback e.g. through reassurance that we will respond to their concerns.

9. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

Red Hall Primary School Safeguarding Policy

- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our PSHE and Computing curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that they are allowed to bring their personal phones to work but their use is limited to non-contact time with pupils. (see Mobile Phone Policy)
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of smart technology
- Explain the sanctions we will use if someone is in breach of our policies on the acceptable use of the internet
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy

Red Hall Primary School Safeguarding Policy

*remote education is the now the name for remote learning. This is where children work on a laptop or mobile device to complete lessons and work set by school.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Red Hall Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Red Hall Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti bullying and behaviour policies

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

10. Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

If you have concerns about a member of staff (including a supply teacher or volunteer or contractor), or an allegation is made about a member of staff posing a risk of harm to children, speak to the HeadTeacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/DSL/Chair of governors will then report their concerns directly to police or Local Authority Designated Officer (LADO) if they believe direct reporting is necessary to secure action.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the HeadTeacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Local Authority Designated Officer (LADO)

Shirley Saunders	01325 403284
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Darlington Safeguarding Partnership procedures will be implemented.

Darlington Safeguarding partnership.

www.darlingtonsafeguardingpartnership.co.uk

Where appropriate, and should this occur within the Early Years, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

Red Hall Primary School Safeguarding Policy

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2021)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Low level concerns

A low level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate contact outside of work; does not meet the allegations threshold; or is not considered serious enough to refer to the local authority designated officer (LADO).

Additional clarity around low-level concerns:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure.
- The Headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach
- If staff are in any doubt as to whether a low-level concern meets the harm threshold, then consult the local authority designated officer (LADO)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils'

Low level concerns must report to the Head of School, please refer to the Low level concerns policy.

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school to the Headteacher. The school's whistleblowing procedure (Darlington Borough Council's Code of Conduct Policy) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with our low-level concerns policy.

Alternatively the NSPCC has launched a **Whistleblowing Helpline** which will provide free advice and support to professionals wanting to raise concerns about how child protection issues are being handled in their own or other organisations: **Tel: 0800 028 0285**

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to Children's Access Point or the Police if they believe direct reporting is necessary to secure action

Red Hall Primary School Safeguarding Policy

Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Stacy Akers who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Red Hall Primary School Safeguarding Policy

13. Missing Children (CME)

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with Darlington procedures.

Elective Home education (EHE)

- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work with the LA and other key professionals work together to coordinate a meeting with parents/carers to ensure parent are fully aware of responsibilities. This is particularly important if a child has SEND, is vulnerable or has a social worker.

Transferring child protection files

The DSL should make sure when a child leaves that their child protection file is transferred to the new school/college as soon as possible, and within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term to allow the new school/college to have support in place when the child arrives.

14. Children with SEND

School recognise that any abuse involving children with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Staff are aware that children with SEND are three times more likely to experience abuse.

15. Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our Anti Bullying policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as

Red Hall Primary School Safeguarding Policy

complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

16. Induction and training

New staff and governors will receive an induction in safeguarding which includes;

- the school's safeguarding policy,
- details of the DSL, reporting and recording arrangements specific to the school,
- the staff code of conduct and the whistleblowing policy,
- the school's behaviour policy and
- the safeguarding response to children who go missing from education.

Staff will also be required to read Part One of Keeping Children Safe in Education. Staff will sign to say they have received this and the school policy and it is understood.

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Headteacher, will be annually trained in Safeguarding.

The DSL will receive training at least bi - annually, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by Darlington Safeguarding Partnership and the Education Safeguarding Officer.

All school staff will receive training minimum every 3 years but new additional training to update staff on changes may be arranged annually.

Governors will receive strategic governor safeguarding training.

All training will be recorded and monitored to flag in advance when updates are required.

Supply staff, volunteers and other visiting staff will be given information on the school Safeguarding Policy and risk assessments on volunteers will be completed.

17. Site security

Visitors to the school are asked to sign in and show necessary ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Red Hall Primary School Safeguarding Policy

18. Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaints procedure is included within our school complaints policy.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff

19. Recruitment – Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education, together with the school's individual procedures.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- › Our school's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- › Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- › Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Red Hall Primary School Safeguarding Policy

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we may ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
 - If they are known to the police and children's local authority social care and
 - If they have been disqualified from providing childcare
 - Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this

Red Hall Primary School Safeguarding Policy

- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher
- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: criminal records checks for overseas applicants
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to te
 - We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- › Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- › Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Red Hall Primary School Safeguarding Policy

- › Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with children; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- › We believe the individual has engaged in relevant conduct; or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the **Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009**; or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Red Hall Primary School Safeguarding Policy

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- › Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- › Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- › Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- › Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

Red Hall Primary School Safeguarding Policy

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

20. Physical intervention

There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. Our Behaviour Policy makes clear when such action is appropriate and the form it should take. The Head teacher requires the adult involved in any such incident to report this immediately to them, and to record it using CPOMs.

21. Handling the Media

If approached by the media about an incident the following procedure should be followed to minimize sensationalism:

- Do not respond straight away. Tell them you will get back to them.
- Inform the Headteacher
- Head teacher informs the Communications Team of the LA and seeks advice and support.
- Check the facts and discuss with colleagues as necessary.

Either the head or Communications Team prepares a brief statement about the situation, putting the matter in context and emphasizing the positive steps that the school are taking.

Appendix A

Children's Initial Advice Team – How to make a referral

CHILDREN'S INITIAL ADVICE TEAM FREQUENTLY ASKED QUESTIONS

What information do I need to give when I call?

You can use the Children's Initial Advice Team flowchart to prepare for your call. This includes details on what information the social worker handling your call might need.

What is the number of the new service?

- **PROFESSIONALS:** If you are a professional, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public you can contact Children's Initial Advice Team on a direct line and a social worker will speak to you. The phone number for this service is **01325 406252**.
- **PUBLIC:** If you are a member of the public you will continue to contact the service using the existing telephone number: **01325 406222**. A Business Support Operator will help you with concerns about a child's safety and ensure the right service is provided.

What sort of things can I call the service about?

You can call with any safeguarding concern you might have about a child.

If there is no written referral, how do I evidence that I have made contact with Children's Services? How will information be recorded?

Every phone call will be followed up in writing by the social worker. It is best practice to keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

What records of the conversation will be made and how will they be kept?

This will depend on the individual discussion and the risks identified to a child. It will also depend on whether you have got consent from the child's parent. However, we will record all of the conversations on our system; by having a record, we will also be able to see when there might be a repetition or accumulation of concerns about a child.

What is the difference between a conversation, consultation and referral?

All calls will result in a conversation. The outcome of the conversation will depend on the levels of concerns raised and the agreed course of action. We are moving away from the restrictions of terminology like consultation and referral, however, social worker and caller will agree and record the outcome of any conversation.

Do I have to get parents' consent before I make a call?

Red Hall Primary School Safeguarding Policy

It is good practice and the expectation is that you seek consent from parents. We acknowledge that there are occasions when to do so could put a child at risk or undermine the investigation into a serious crime. In these instances, we would accept a call without consent from parents. Reasons for not seeking consent should be clearly stated when speaking with the Children's Initial Advice Team and recorded on internal systems for your records.

What are the opening hours of the Children's Initial Advice Team?

The service will run from Monday to Thursday 8.30am until 5.00pm, and 8.30am until 4.30pm each Friday.

What do I do outside of these hours?

You can continue to contact our Emergency Duty Team on telephone number: 01642 524552.

What happens if I disagree with what the social worker recommends?

The aim of our new service is to work together to come up with the right support or service for a child or family. We hope that professional disagreements will be rare but if you wish to escalate you can follow the Darlington Safeguarding Partnership (DSP) [Professional Challenge Procedure](#).

How can I provide feedback about the service?

In the first instance you can contact the team manager.

How can I contribute to the FAQs?

This is an iterative document and will be reviewed monthly. Callers can email the DSP Business Unit with questions as they arise on DSP@darlington.gov.uk and they will be passed to the Head of Service, Children's Initial Advice Team.

Red Hall Primary School Safeguarding Policy

Appendix B – Current Safeguarding Issues **Definitions, signs and indicators**

Safeguarding

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

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best life chances

Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Types of Child Abuse

- Physical Abuse
- Sexual Abuse
- Emotional/Psychological Abuse
- Neglect and Non-Organic Failure to Thrive
- Harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others
- for example, the impact of all forms of domestic abuse on children

1. Child Physical Abuse

Definition;

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

Indicators include:

- Fractures and bruises in non-walking children
- Recurrent unexplained injuries or burns
- Pinch bruises or bite bruises
- Bruises around the ears and mouth, black eyes (particularly both)
- Explanation inconsistent injury
- Untreated injuries or lingering illness
- Administration of excessive punishment
- Running Away
- Aggression
- Self-destructive tendencies
- Fear of going home or parents being contacted
- Arms and legs covered in hot weather
- Withdrawal from PE, swimming etc. (refusal to change)
- Fear of medical help/examination

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- Frozen watchfulness
- Aggressive bullying behaviour

Common sites for accidental injury;

- Forehead, Nose, Chin
- Elbows, Forearm, Bony spine
- Hi, Knees, Shins

Common sites for non-accidental injury;

- Skull: fracture, bruising or bleeding under skull (from shaking)
- Eyes: bruising (particularly both eyes)
- Ears: pinch or slap marks, bruising
- Cheeks: bruising, finger marks
- Mouth: torn, split, swollen
- Neck: bruising, grasp marks
- Shoulders: bruising, grasp marks
- Chest: bruising, grasp marks
- Upper and inner arms: bruising, grasp marks
- Genitals: bruising
- Back, buttocks, thighs: outline of belt/buckles/scalds/burns
- Knees: grasp marks

Bruises are likely to be:

- Frequent
- Patterned (e.g. finger and thumb mark, outline of implement etc.)
- Old and new in same place (note colour)
- In unusual places (see above)

Burns and scalds are likely to have:

- A clear outline
- Unusual position (e.g. back of hand)
- Indicative shapes (e.g. cigarette burns, bar of electric fire, lighter etc.)

Suspicious injuries include:

- Bite marks
- Fingernail marks
- Large and deep scratches
- Incisions (eg from razor blades)

2. Child Sexual Abuse

Definition:

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Red Hall Primary School Safeguarding Policy

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse is defined as the involvement of dependant, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or violate the social taboos of family roles.

Indicators include:

- Overly compliant behaviour
- Aggressive behaviour
- Hints about sexual activity
- Pseudomature behaviour
- Persistent, inappropriate sexual play with peers, toys or themselves
- Excessive masturbation
- Sexually aggressive behaviour
- Attempts to teach other children about sexual activity
- Detailed and inappropriate understanding of sexual behaviour
- Arriving early for school, leaving late, few if any absences
- Poor peer relationships, inability to make friends
- Lack of trust, particularly with significant others
- Inability to concentrate
- Sudden drop in school performance
- Extraordinary fear of males
- Seductive behaviour with males
- Running away from home
- Regressive, withdrawn behaviour
- Clinical depression, suicidal feelings
- Vaginal discharge and bleeding
- Soreness/injury of the genital/anal areas
- Recurrent urinary tract infections
- Venereal infection
- Pregnancy

3. Child Emotional/Psychological Abuse

Definition:

The severe adverse effects upon behaviour and emotional development caused by persistent coldness, hostility or rejection or severe over-protection towards a child on the part of the parent or carer.

Red Hall Primary School Safeguarding Policy

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Three types of abuse come under this category:

1. Emotional Neglect: Acts of omission
2. Emotional Assault: The result of persistent verbal attacks by parents or siblings
3. Emotional Abuse: A chronic behaviour pattern that results in the child having a damaged self-image.

Indicators include:

- Speech delay, lack of communication skills
- Low self-esteem
- Learning difficulties, lack of concentration
- Withdrawal, isolation, depression
- Opposition, defiance
- Very passive behaviour
- Self-mutilation
- Compulsive behaviour, rituals and activities
- Pseudomature behaviour
- Running away
- Alcohol, drug, solvent abuse
- Stress symptoms eg bed wetting, soiling, stomach ache (without physical cause)
- Fear of situations
- Eating disorders (over eating, under eating)
- Inappropriate emotional responses
- Obsessive behaviour, rocking, thumb sucking
- Attention seeking

4. Child Neglect and Non-Organic Failure to Thrive

Red Hall Primary School Safeguarding Policy

Definition:

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The persistent or severe neglect of a child, (for example by exposure to any kind of danger including cold and starvation), which results in serious impairment of the child's health and development.

Failure to thrive is a condition where a child shows medical evidence of a lack of normal physical and/or mental growth and development which has progressed over a period of time. It must be a medically diagnosed as non-organic.

Indicators include:

- Inappropriate clothing (too large/small, summer wear in winter etc)
- Running away
- Constant hunger
- Constant tiredness
- Frequent lateness
- Frequent non-attendance
- Low-self esteem
- Untreated medical problems
- No social relationships
- Compulsive stealing or scavenging
- Poor personal hygiene

Extra-familial harm (contextual safeguarding)

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 exploitation, criminal exploitation, and serious youth violence.**

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect

Red Hall Primary School Safeguarding Policy

- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm,

Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Red Hall Primary School Safeguarding Policy

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Grooming

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomer may be female or male. They can be any age

Many children and young people don't understand that they have been groomed; or that what has happened is abuse.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Red Hall Primary School Safeguarding Policy

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

So – called 'Honour Based Violence' (HBV)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

Female Genital Mutilation FGM

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **Those failing to report such cases will face disciplinary sanctions.**

What staff should do if they are worried about a child

- If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.

Red Hall Primary School Safeguarding Policy

- The member of staff should discuss it with the school's designated safeguarding lead, following the procedures set out in the settings child protection. The staff member must report the matter to the Police and Social Care with support of the designated safeguarding lead.
- School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm.

Indicators

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs
- **Potential signs that a pupil may be at risk of FGM include:**
- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school

Red Hall Primary School Safeguarding Policy

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Breast Ironing

- Traditional West African Practice involves the pounding of the developing breasts of young girls with hot objects, most commonly stones, spoons and hammers.
- This practice is carried out by girl's mothers or female family members.
- The practice is carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

Safeguarding SEN or Disabled Children

- SEN/Disabled children have exactly the same human rights to be safe from abuse and neglect and to be protected from harm.
- SEN/Disabled children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes and unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment.

Sexting' or 'youth produced imagery' in schools:

Definition

'Youth produced sexual imagery' refers to young people sharing images that they, or another young person, have created of themselves. The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18

Red Hall Primary School Safeguarding Policy

- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should **be made to children's social care and/or the police immediately.**

County Lines

Definition

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse, child criminal exploitation, including county lines: Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office.

'Upskirting'

Definition

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence

Red Hall Primary School Safeguarding Policy

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is called Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

The school has clear procedure in place for handing children over to parents and will report any concerns to the Police.

As part the curriculum children will be given practical advice on how to keep themselves safe

Link for guidance on signs and indicators of abuse

What to do if you're worried a child is being abused

- <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Red Hall Primary School Safeguarding Policy

Continuum of Need document;

- <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/>

Links to specific safeguarding issues

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

Child missing from education (CME)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Child missing from home or care

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271820/Flowchart_when_a_child_goes_missing_from_care.pdf

- child sexual exploitation (CSE) – see also Appendix 1 of the Safeguarding Children procedure
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence
<https://www.gov.uk/domestic-violence-and-abuse>
- drugs
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – see also Appendix 1 of the Safeguarding Children procedure
<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>
- forced marriage
<https://www.gov.uk/forced-marriage>
- gangs and youth violence
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf
- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- mental health
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- radicalisation
<https://www.gov.uk/government/publications/channel-guidance>
- sexting
<http://ceop.police.uk/>
- teenage relationship abuse

Red Hall Primary School Safeguarding Policy

- <https://www.gov.uk/government/collections/this-is-abuse-campaign>
trafficking
- <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Red Hall Primary School Safeguarding Policy

Appendix C - Key Safeguarding Contacts

REFERRAL TO DARLINGTON

PROFESSIONALS: If you are a professional, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public you can contact Children's Initial Advice Team on a direct line and a social worker will speak to you. The phone number for this service is **01325 406252**.

PUBLIC: If you are a member of the public you will continue to contact the service using the existing telephone number: **01325 406222**. A Business Support Operator will help you with concerns about a child's safety and ensure the right service is provided.

The Children's Initial Advice Team (CIAT) will ensure that children and young people will get the right service, first time, with no delay.

The CIAT is open during the following hours:

Monday - Thursday: 8:30 am - 5:00 pm

Friday: 8:30 am - 4:30 pm

If you need to get in touch out of office hours, contact the Out of Hours Emergency Duty team by telephone: **01642 524552**.

Remember that if you suspect a child or young person is at immediate risk of harm then phone the police on **999**

Police Non-emergency 101

Early help

Early Help Coordinator Kelly-Ann Reay on 01325 405635.

If you would like to speak to an allocated worker in the Early Help Team please contact McNay Street Children's Centre on 01325 406250.

Health

<https://hdfchildrenshealthservice.co.uk/ourservice/growing-healthy-0-19-darlington/>

Single Point of contact telephone number: [03000 030013](tel:03000030013)

Education:

Education Safeguarding Officer: Angela Turnbull

Virtual Head for LAC

Calvin Kipling 01325 406272

Darlington Safeguarding partnership.

www.darlingtonsafeguardingpartnership.co.uk

Red Hall Primary School Safeguarding Policy

Designated Officer at the Local Authority

Shirley Saunders	01325 403284
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Prevent contacts

Prevent Team (office hours) 0191 375 2234

Non-urgent enquiries 101

Emergency calls 999

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism. Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For education staff and governors to raise concerns relating to extremism directly and in confidence

CHANNEL Panel Chair

Jo Benson, Head of Youth Offending Service

Contact details: 01325 406791

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism. Anti-terrorist hotline: 0800 789 321

Appendix D - Legislation and Statutory Guidance

Links to legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

Red Hall Primary School Safeguarding Policy

Appendix E– Related Safeguarding Policies

Staff code of conduct – Darlington Borough Council

Low level concerns

Supporting pupils with a medical condition

First Aid

E-Safety

Acceptable use policy – mobile phones, mobile devices, cameras

Expectations and choice framework (Red Hall’s behaviour management system)

Anti-bullying policy

Whistleblowing (within the code of conduct)

SEND Policy

Children missing from education

Failure to collect a child

School Visitor’s policy and procedure

Personal and intimate care (Suncream / Toileting)

Young Carers policy

Complaints procedure

Early Years Missing or Lost Child Policy

Appendix F – CPOMS Guidance

Recording and reporting on CPOMS

When incidents are recorded they should be factual and NOT a narrative of the event. If it helps, record each key fact on a new line and not in paragraphs (this will be different when typing up meeting notes).

A reminder to staff that CPOMS could be used (and has been used) as evidence in court.

Where this is the case;

- Staff were asked to justify/explain, in court, what they had logged on CPOMS
- **Learning from the court case in terms of use of CPOMS:**
 - Ensure your incident logs are **truthful, accurate and factual**
 - **Avoid** emotive language, jumping to conclusions, guessing/assuming, offering opinions and embellishments – we have all written CPOMS incidents where we have been frustrated/cross/emotional ourselves and this sometimes reflects in how it is written – this could be questioned, especially by a defence lawyer. Accusation by the defence lawyer was, “I put it you that you have a personal issue with the mother.” Don’t let your professional integrity and ability to remain impartial be called into question because your personal feelings came across in an incident. Keep it to the point and factual.
 - Everything you write can be seen by a child’s parent/carer if they request it – Freedom of Information
 - **Record the voice of the child whenever possible** using their actual words – a direct quote from a child was key in the court hearing

CPOMS as an evidence base:

- CPOMS is vital as an evidence base for many things – social care, EP, CAMHS, SEND etc. It is vital that all incidents are logged that form a picture of that child and how they are managing at school; this includes behaviour, engagement/refusal, emotional state, voice of the child etc.
- **Including other children:**
- Do not include any personal/sensitive information about multiple children in one incident – parents can request a copy of any information we hold and we can’t give this information to other parents. Refer to other children just by their first names.

Interpreting children’s behaviour:

It was suggested that it is a good idea to record the behaviours the child was presenting rather than drawing a conclusion about how we, as adults, interpret the behaviour e.g rather than saying the child was cross because he/she was throwing chairs, record the presentation of the child – throwing chairs, crying, shouting, red in face.

Red Hall Primary School Safeguarding Policy

If the child says, "I am cross!" then we record that but if the child hasn't verbalised their emotions/feelings, we just record their presentation.

Proof reading:

Advised to **always proof read CPOMS** before adding the incident so they make sense - especially with auto-correct typing features. There have been cases where CPOMS records were proof-read by school before court hearings and were edited so they were grammatically correct and spelt correctly.

When an incident is edited it comes up at the bottom of that incident – court has questioned that editing as it could have been tampered with.

How to write an incident:

- Keep it short and factual (unless typing minutes from a meeting or a visit)
- Be careful of how language can be interpreted – 'chased' is very different to 'followed' and we shouldn't be chasing children
- Don't try and interpret the situation – just record the facts
- Only select the category that the incident relates to e.g if the child is under CIN but the incident is about their behaviour, you just select the behaviour category
- Alert all relevant staff
- **Please use the child's first names when recording the incident and any staff member's names, NOT initials. Initials can be used once it is clear who the staff member you are talking about is and are being referred to e.g. Julie Davidson (JD).....**
JD can then be used within the incident after this.

How to reduce the time it takes to write a CPOMS incident and make them easier for people to pull information from.

We still see lots of narratives being written and sometimes this is appropriate – especially if typing up notes from a meeting – but incidents just need to basic facts and any information relevant to the incident e.g include the activity or location if it is relevant – is the fact it was in the hall, or a literacy lesson, a trigger for that child?

Narrative example...

I had just come back from my lunch and the children were lining up at the door on the KS1 playground. The rest of the class were lining up smartly but Freddie was pushing Johnny. As I watched, he angrily pushed him again and hit him on the arm. Johnny started to cry. I shouted at him to stop and this is when he began to run around the playground and he ran towards the gate. I shouted at him repeatedly to come back but he ran onto the field. CD and I then chased him onto the field where he ran down to the bushes and was running in and out of them. We managed to get hold of him and he lashed out at us. As we were bringing him back into school he continued to hit and kick. I told him this was not kind and asked him nicely to please stop. He didn't listen and continued to hit out. When back in school we took him down the corridor to the therapy room where he completed crashing activities and he eventually calmed down. We then took him back to class.

Red Hall Primary School Safeguarding Policy

- Is this relevant to the incident? If this is a regular trigger for behaviour then say it is – if not you can leave it out
- If you are writing this, do you need to reflect on your reaction – should you have intervened sooner?
- Don't assume how they are feeling – add their presentation
- How would these words read to someone else? Would they make it sound like you were angry? We shouldn't be 'chasing' children and we shouldn't 'get hold of them' .

Edited version

Freddie pushed Johnny in the line (twice) then hit him in arm– was red in face and had fists clenched.

Ran away when asked to stop – went to field

CD and I followed to keep him safe

Escorted him back into school – repeatedly hit and kicked

Accessed regulation activities in therapy room and calmed to return to class.

194 down to 58 words

Red Hall Primary School Safeguarding Policy



SAFEGUARDING (usually working with outside agencies)

<p>Child Protection (generally used by DSL's managing these cases and details will be shared with staff on a need to know basis)</p>	<p>Under this are the four categories of Child Protection that a child might be managed on.</p> <p>Record notes of child protection conference. Tag in any staff who need to take actions or monitor as a result of the plan.</p> <p>Add any review paperwork from CP conference. Tag in any members of staff who need to take actions after the review.</p> <p>Add notes from core group meetings from child in need or child protection. Tag in staff who work with the child with any actions required</p>
<p>Child in Need</p>	<p>ADD TO CATEGORY + upload any documents regarding the section under which CIN has been instigated. Tag in members of staff working with the child with any actions.</p>
<p>Child Welfare Concerns</p> <p>Any Safeguarding Concerns at all E.G</p> <p>Gathering evidence of emotional/physical/neglect/sexual related etc</p> <p>Grooming</p> <p>CSE</p> <p>FGM</p>	<p>Child is known or suspected to be involved in Child Sexual Exploitation – either on – line or face to face. Add any notes from other services. Tag in staff who work with the child to monitor. See guidance for details regarding CSE: https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</p> <p>Female Genital Mutation. Record incidents which have been collected over a period of time, or if there is a known family history of FGM. FGM should only be recorded if health professionals have been involved with the family and there are reasons why a child may need to be monitored.</p> <p>Record when there is evidence of serious abuse between children. This can involve sexual abuse, physical abuse, sexual violence, sexting. These are only recorded if they are serious and persistent. Agencies would be involved and support provided to both the perpetrator (who is a child) and the victim. For guidance on peer on peer abuse: https://safeguarding.network/safeguarding-resources/peer-peer-abuse/</p>
<p>CIAT</p>	<p>Please record this if a call has been made and you have taken advice from the Children's Initial Advice Team</p>
<p>LAC/CLA Automatically alerts SA</p>	<p>Looked after child – Local authority care – upload any relevant documentation related to the child's LAC/CLA status. If you know the child is LAC please tick this as it automatically alerts SL.</p>
<p>Voice of the Child</p>	<p>When we have done some information gathering and listened to a child's lived experiences. Often used when preparing reports by DSL's</p>
<p>Building Stronger Families</p>	<p>ADD TO CATEGORY. Record here brief details of the meetings, plans etc for meetings held under Early Help, now known as Building Stronger Families and attach any documents relating to this, including meeting notes and actions. Tag in any staff members who need to follow up the actions in the plan</p>
<p>Professional Challenge</p>	<p>Record any evidence that you have professionally challenged a decision made regarding the safeguarding of a child with any other adult or professional.</p>
<p>Strategy</p>	<p>Generally, only ever used by DSL's as they are asked to attend these meetings, Upload details and notes from any strategy meetings attended or called on a child.</p>
<p>Prevent</p>	<p>Record any incidents or reports of radicalised behaviours. These may be incidents that have happened in the school or the community. This may concern wider family members and friends. Children may talk about particular events or thoughts – in real – life or on line that would trigger the prevent duty policy:</p>

Red Hall Primary School Safeguarding Policy

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Operation Encompass

Operation Encompass incidents are usually reported to JD directly by CIAT or the police. They often relate to Domestic Incidents.
Add in any records of Operation Encompass incidents reported to the school.
Identify the support the school has put in place as a result of the incident.
Tag in the relevant staff who may see the impact of the incident in school.

ATTENDANCE**(SA and SR are automatically alerted)**

SA will report any Internal Monitoring and meetings

Children recognised as falling below 92% and at risk of becoming PA
Record meetings with parents where actions are decided upon, or where it links directly to the other categories highlighted

SA/MD will report Parent Contact

First Day Calling
Home Visits

SR will record evidence of Legal Action/Penalty Notices/Term Time Holiday Fines being initiated.

Record when any form of legal team are involved with a family regarding attendance.

BEHAVIOUR

Alternative Provision

Reporting on children who are educated at another provision due to their needs

Behaviour at Lunchtime

Always record under this if it happened at lunchtime so we can pull reports off linked to behaviour in free times.

Behaviour Incidents Online

Recording reported incidents of cyberbullying/behaviour incidents that have occurred online both in and out of school. This could be reported by parents or other children.

Only record the work 'cyberbullying' if there is a build-up of evidence which shows that it is bullying 'over time' not just a one – off incident. The school anti – bullying policy will be triggered. Records of this evidence should be added to the record.

E-Safety Concern

Record any breaches of the E-Safety policy that occur in school or are reported to SLT by MJ or any concerns around a child's activity online at home or in school.

Bullying

If there is a build-up of evidence which shows that it is bullying 'over time' not just a one – off incident. The school anti – bullying policy will be triggered. Records of this evidence should be added to the record.

Add to this record only when the formal bullying policy has been instigated by the senior leaders in school. This will show evidence of harm over time. Attach evidence of meetings with parents and children, and any plans that are formulated. Tag in staff who need to follow actions or record incidents.
State whether against adult or child

Physical – Aggression/Fighting/Physical assault

Record any incidents where a child or adult has been physically hurt with intent to harm.

Property Damage

Property is damaged on purpose due to behaviour incidents.

Verbal/threatening abuse – Pupil or Adult

Record reported incidents of name-calling/threats to harm made verbally

Racism and Racial Discrimination

Record any incidents of racist behaviours – this is in any context in or out of school. It could be directly against another person or indirectly, where children make comments that are considered racist. All racist incident should be reported to parents so any logs in

Red Hall Primary School Safeguarding Policy

	this category should state what contact has been made with the parents – both of the child and any victim. For guidance on racist behaviour: https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/racism-racial-bullying/#Whatareracismandracialbullying
Refusal	Record incidents of a child 'repeatedly' refusing to follow adult instructions, school code of conduct and school behaviour policy.
Swearing	Record incidents of swearing.
LGBTQ+ phobia	Record of ANY incidents or reported incidents of homophobic behaviours against the LGBTQ community. Report any incidents or suspected incident of homophobic behaviour towards a child or family member. See guidance for description of homophobic behaviours: https://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/
Internal Exclusion	Use this if an internal exclusion was an action following a behaviour so we can monitor the number of these.
Part Time Timetable	If a child is on one of these to manage incidents and needs in school tag this.
Positive Handling These are where you might have had to use Team Teach or reasonable force for the safety of pupils/yourself.	Record any incidents where the positive handling have been used. All incidents details must be recorded on the relevant and just uploaded and tagged under this category
Harmful Sexual Behaviours (all behaviours linked to this are under this parent category)	
Child on Child Abuse	New category. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control between children and young people both on and offline. This can include sexual harassment and should be taken seriously.
Sexually Explicit Behaviours amongst younger children	Any of these behaviours can be of concern and should be logged as if they persist then close monitoring/support and a HSB plan will need to be put in place. <ul style="list-style-type: none"> • Explicit talk, drawing or play which is of a sexual nature • Simulation of or participation in sexual activities • Pulling other children's pants down/skirts up/trousers down against their will • Touching of adults not in the family • Rubbing up against other children with clothes off or on • Touching themselves
Use of sexual language	Swearing/ slang words or name calling which is of a sexual nature
Harmful Sexual Behaviour Plan	Persistent evidence of the above behaviours requires a teacher to create a HSB and this needs uploading under this category.
Additional Support	
ELSA	Upload any ELSA referrals made. ELSA leads can record any relevant information that may have come out of an ELSA session
Counselling	Used to record any feedback from sessions with the School Counsellor or outside counsellors involved with children
Pastoral/Family Support	Record any incidents/meetings additional support you put in place for families over and above the child's education needs, this might be additional work that AC completes with families.

Red Hall Primary School Safeguarding Policy

Parental Concerns	Record any concerns parents raise regarding their child in school. Do not link this to bullying UNLESS senior leaders are involved with further investigation and it links to the school's policy on Bullying.
Shared Information	Information you may gain about a child that you are unsure about the relevant category but it feels relevant to note.
Young Carers	To record actions and referrals to the Young Carers
SEN	
CAMHS	Upload contact/referral forms/meetings./observations
EYIT	
Educational Psychologist Advice	
EHCP	
Neurodevelopmental Pathway	
Occupational Therapy	
SPA (Single Point of Access)	
Outreach	
Speech and Language	
Safety Plan	

Red Hall Primary School Safeguarding Policy

Appendix G – Acronyms Used

CAHMS	Children and Adolescent Mental Health Service
CCE	Child Criminal Exploitation
CL	County Lines
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
EHE	Elective Home Education
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HSB	Harmful Sexual Behaviour
KCSIE	Keeping Children Safe in Education
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi-Agency Safeguarding Hub
OCSE	Online Child Sexual Exploitation
PSHE	Personal, Social, Health and Economic education
SCR	Single Central Record
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Co-ordinator