

Errington Primary School

Part of Tees Valley Collaborative Trust



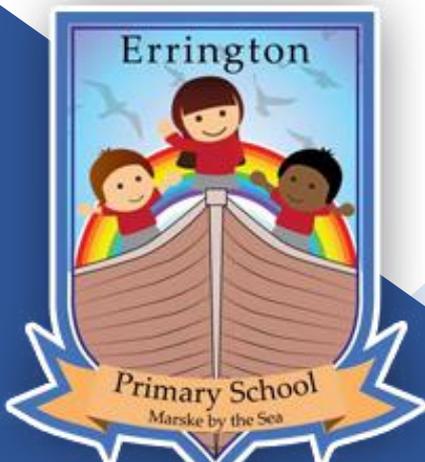
School policy, guidelines and structures

Policy document includes:

- Cover document – including key review dates and completion information
- Team responsibility
- Policy document

Errington Primary School Safeguarding Policy

Policy Completion	Policy Review	Ratified by governance
S Rule	SLT	September 2021
Responsible person:	Responsible person:	Responsible person:
S Rule (Head Teacher)		A Senior LGB Chair





Key Contacts

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Sarah Rule	01642 482002 s.rule@tvc.ac.uk
Deputy Designated Safeguarding Lead	Angela Walker	01642 482002 a.walker@tvc.ac.uk
Nominated Governor for Safeguarding / Child Protection	Stan Glover	s.glover@tvc.ac.uk
Chair of Governors	Anthony Senior	aj.senior@tvc.ac.uk
Senior Leadership Team Safeguarding Trained staff	Claire English Allan Fishpool Angela Jennings Michelle Dardeshi	c.english@tvc.ac.uk a.fishpool@tvc.ac.uk a.jennings@tvc.ac.uk m.dardeshi@tvc.ac.uk
Local Authority Designated Officer (LADO)		01642 130700 RedcarLADO@redcar-cleveland.gov.uk
Multi Agency Children's Hub		01642 130700 RedcarMACH@redcar-cleveland.gov.uk
Emergency Duty Team (outside of office hours)		01642 524552
National Prevent Advice Line		<u>0800 011 3764</u> ,
Protection of Vulnerable People Unit		01642 326326
Police	In an emergency For non-emergency but possible crime	999 101

Working as part of





It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, neglect exploitation and harm. At Errington Primary school we are committed to safeguarding children and aim to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**. We believe that at Errington Primary School we provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We acknowledge the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

Errington Primary School must adopt all aspects of the Child Protection legislation and Keeping Children Safe in Education 2021 (KCSIE 2021) as outlined in the Trust's overarching Statement of Statutory Duty.

Roles and Responsibilities

The overall responsibility for overseeing all strands of safeguarding sits with the Headteacher of Errington Primary School and designated lead of safeguarding. Members of the senior leaderships team and the business manager are also designated Safeguarding Lead trained for Errington Primary School. The Headteacher of Errington Primary School has the responsibility to ensure that all aspects of the legislation changes and updates of KCSIE 2021 are included in the policies and procedures. This includes ensuring all staff have annually read and signed the current DfE document Keeping Children Safe in Education 2021 (Part 1) and read and sign that they understand the contents of Annexe A in Keeping Children Safe in Education. The head must ensure that the Governing Body members have read and signed the complete KCSIE 2021. The SLT of Errington Primary School must ensure that there is a staff training programme with actions in the Personal Development Programme to cover various aspects of safeguarding young people including keeping safe outside of school, managing peer to peer relationships, abuse, e-safety, grooming and sexual exploitation, FGM, radicalisation and keeping healthy.

At Errington Primary School, the Business Manager is the Deputy Safeguarding Lead in the absence of the designated lead (Headteacher). It is the person who has the deputy safeguarding leads role to have responsibility to deal with any matters in the absence of the DSL on the premises. All designated leads and staff deal with day-to-day safeguarding and child protection issues alongside following the correct communication channels with the DSLs. It is the responsibility of the Designated Lead (Headteacher) to ensure that Errington

Working as part of





Primary is fully compliant with the statutory guidance for [Keeping Children Safe in Education](#). Safeguarding leads and their deputies must ensure that all staff are fully trained in all aspects of legislation requirements and have knowledge of how to use local help through statutory and voluntary services. All staff receive annual training to ensure current knowledge.

All staff must follow the correct process in highlighting the safeguarding issues, inability to make contact with the DSL or deputies must result in making contact with the LA/Trust/Police as appropriate.

Governing bodies and Trustees have overall leadership responsibility for Errington Primary School safeguarding arrangements.

The Role of Staff

If any member of staff has grounds for concern, then they are required to report these to a Designated Person immediately. Staff must ensure that any ongoing involvement is in the child's best interest. They must not wait to gather evidence, nor agree to keep information secret, nor discuss the matters with others.

Initial procedures should be undertaken as follows:

- You must not initiate a disclosure regarding abuse by asking leading questions.
- If a child makes a disclosure to you, you must not promise confidentiality and should make it clear that you may have to take the matter to another person. It is a legal requirement to inform the Child Protection Agency if an under 18-year-old or vulnerable adult discloses abuse.
- You must allow the child to disclose in their own words. You must not question or lead the child.
- A record of what the child says, the time, date and place must be kept. If it is not appropriate to do this at the time it must be done immediately after. At Errington Primary school all concerns are logged on CPOMS. This content must be factual and not bias or opinion based.
- The matter must then be referred to a Designated Person immediately.
- You must follow any further guidance given by the Designated Person in relation to recording any concerns, supporting the child and co-operating with subsequent actions to investigate the grounds of concern and to protect the student and other children concerned.

Working as part of





- If one of the Designated Persons are not available, you must inform another Senior Member of Staff immediately.

It is not the responsibility of staff to investigate allegations of child abuse. All subsequent procedures should follow the guidelines issued by the Department for Education and Safeguarding Children Board.

Role of the Designated Safeguarding Lead (DSL) Note: For the purposes of these procedures the term Designated Person may indicate the available senior member of staff.

The DSL will:

1. Treat the grounds of concern as reported by a member of staff as a priority action and in so doing will:

- Consider the immediate needs of the child/children involved.
 - Take emergency action if required.
 - Gather information and if appropriate seek clarification (not proof).
 - Ensure that the appropriate person in school monitors progress and liaises with the required services.
 - Ask staff to record relevant information.
 - Ensure all written information is stored in a confidential place – At Errington all concerns are recorded and logged on CPOMS.
2. Refer cases of suspected abuse or allegations to the relevant investigating agencies.
3. Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
4. Liaise with the Headteacher to inform of any issues and ongoing investigations and ensure there is an appropriate person to represent the school.
5. Will, in addition to basic child protection training, keep knowledge and skills up to date including any changes in inter-agency working and standards agreed by the Safeguarding Children Board.
6. Will raise awareness of the Child Protection Policy and any changes amongst all staff on an annual basis and ensure that it is covered in the induction of new staff, volunteers and community members.

Working as part of





7. Ensure the policy is updated and reviewed annually.

The role of the Local Governing Body

The Local Governing Body is accountable for ensuring that the school has effective policies and procedures in place in accordance with guidance issued by the Department for Education. Neither the LGB, nor individual Governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). However, should an allegation be made against the Headteacher then it is the role of the Chair of Governors or in their absence the Vice Chair to take the lead in dealing with such allegations.

The LGB should ensure that Errington Primary School:

- Has a Child Protection Policy and procedures in place that are in keeping with locally agreed inter-agency procedures and that the policy is made available to parents and students on request.
- Operates safe recruitment procedures ensuring that all appropriate checks are carried out on governors, staff and volunteers who will be working with pupils aged 3 to 11 years for example List 99 and Disclosure and Barring Service checks.
- Has a procedure for dealing with allegations of abuse against members of staff and volunteers.
- Has designated a senior member of staff to take lead responsibility for dealing with child protection issues.
- Has arrangements in place to ensure that the DSL and other staff, who work with children aged 12 and under, undertake training to equip them to carry out their responsibilities for child protection effectively.
- Ensure that any deficiencies or weaknesses in regard to child protection that are brought to its attention are remedied without delay.
- Annually reviews the Child Protection Policy and monitors its use.

A safeguarding concern could be about a number of issues. These could include:

- Abuse or suspected abuse
- Child Sexual Exploitation
- Child Criminal Exploitation

Working as part of





- Domestic Abuse
- Forced Marriage
- Female Genital Mutilation
- Radicalism or extremism
- Issues to do with E- Safety
- Child missing from education
- Child missing from home or care
- Bullying including cyberbullying
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Sexting
- Teenage relationship abuse
- Trafficking

Indicators of abuse and neglect

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

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

Working as part of





Neglect: the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child/young person 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/young person's basic emotional needs.

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/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/young person.

Emotional abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on the child/young person's emotional development. It may involve conveying to a child/young person 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/young person 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/young people. These may include interactions that are beyond a child/young person's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child/young person from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

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

Working as part of





Peer on peer abuse: Abuse is not only adult to child but can be child on child / peer on peer. Some examples are (but not limited to)

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment which may be stand- alone or part of a broader pattern if abuse
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery)
- Initiation / hazing type violence and rituals.

There is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the School’s behavioural and disciplinary systems. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as child protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the young people concerned. The abuse of children and young people is often constructed around an age difference between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

Working as part of





All Staff should be aware of children who may be particularly vulnerable. Some causes of vulnerability are:

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

Health and Safety

The health and safety of all children is of paramount importance. Parents/ carers send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school has a health and safety policy which is monitored each year by the Governing Body. Any health and safety concerns are reported to the Headteacher, Business Manager or Site Manager. An initial examination is carried out assessing what, if any, remedial action is needed. Every term there is a fire drill that practises efficient evacuation of the building.

First Aid

Errington Primary School is committed to training all staff in school with the minimum emergency first aid. When a child is poorly, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

Working as part of





- A first aider is consulted.
- The incident is logged in the Incident Book. Parents are notified by the class teacher at the end of the day.
- For head injuries, parents are contacted or a letter is sent home. If there is any doubt about an injury, a parent is contacted.
- If children go home ill, class teachers are informed by the office staff, should this happen outside of lesson time.
- Should a child require medical attention and parents cannot be contacted, a designated member of staff will always accompany a child to hospital.

Medicines

If a parent wishes a child to take a prescribed medicine during school time, they should either arrange with the Headteacher to come to school to administer the medicine themselves or complete the Parental Agreement for the School to Administer Medicine. This gives permission for the First Aiders to administer the medicine, which must be delivered by the parent to the Office. All medicine must be prescribed by the doctor and come with the prescription packaging.

Site security

Errington Primary School provides a secure site by:

- Gates are locked once the school day has started. Gates are again unlocked at the end of the school day. Anyone entering school during the school hours must contact the school office.
- Visitors, volunteers and students must only enter through the main Office and sign in.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. The class teacher must be informed of this. Year 6 children must have written consent from their parent / carer to walk home on their own.
- Children would never be allowed to leave school alone during school hours. They must be collected by an adult.

Attendance

Should a child be unwell, parents are expected to confirm absence immediately by telephone. If there is no notification, school has a policy of contacting home to ascertain each child's whereabouts. Attendance is monitored by the school office and concerns are shared with the

Working as part of





relevant staff. Families and children who might be struggling with attendance issues are offered support. The school works closely with the Attendance Welfare Officer whenever a child's attendance and punctuality causes concern. Errington Primary School also follows Redcar and Cleveland's procedures for Children Missing in Education.

Appointment of New Staff & Induction Arrangements

All members of staff appointed to work in school have a criminal records search, called an enhanced Disclosure and Barring Service check (DBS) which includes List 99, prohibition check. This search highlights people who have a criminal record or if previous allegations have been made against them. All qualification, references and relevant experience are checked prior to an offer of employment being made. Errington Primary School holds a Single Central Register (SCR) for all staff which is rigorously maintained in the school office. The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has undertaken training on Safer Recruitment, as has the School business manager. New members of staff are inducted into safeguarding practices and are assigned a mentor for the induction period. It is the responsibility of the mentor to familiarise new staff with procedures and policies, which affect the health and safety of all at school, but especially the children.

Online Safety

At Errington Primary the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices. We provide staff and volunteers with the overarching principles that guide our approach to online safety. We ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

Please see appendix for a more detailed overview of our online safety provision.

Anti-Bullying

Errington Primary School is committed to providing a caring, friendly and safe environment for all our pupils, so that children can learn in a safe and secure environment. Bullying of any

Working as part of





kind is unacceptable and will not be tolerated. The Headteacher should be informed immediately of any concerns and the issue will be resolved.

Tolerance

We want our children to be prepared for a diverse society. The school works hard to promote equality and harmony by preventing and challenging racism. Racism is taught in both the RE and PSHE curriculum and across the curriculum where appropriate. The children take part in discussions designed to raise awareness and address stereotypes and prejudices. All incidents are logged and reported to the Local Authority and to the Governing Body each term through the Headteacher's report.

Telephones, Filming & Social Media

Errington Primary School is a no mobile phone site. Everyone entering the school will be asked to not use their phone when around the children. Parents are asked to complete a consent form to allow the school to use their child's picture on the school social media sites. Parents can request that their child's picture is not used outside of school.

Whistleblowing

If members of staff have any concerns about the behaviour or intentions of any person within the building, school grounds or within the proximity of children, they have a professional duty to inform the Headteacher immediately. Should this concern relate to the Headteacher, the Chair of Governors (Mr Anthony Senior), details at the top) should be informed immediately. If an allegation or cause for concern is made against a member of staff the following action should be taken:

1. The Head Teacher should be informed immediately and provided with the associated evidence.
2. If the allegation is against the Head Teacher then the Chair of Governors should be informed immediately and provided with the associated evidence.
3. The Head Teacher or Chair of Governors should seek support and guidance from the local authority, LADO – details can be found at the top. Additional advice can be found at NSPCC whistleblowing helpline –0800 028 0285

Review of Policy

Working as part of





This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

The policy will be reviewed on an annual basis.

Date of Last Approval/Revision	September 2021
Review interval (years)	Annually
Approval/review body	Senior Leadership Team, Safeguarding Leads, Local Governing Body
Date of next review	September 2022

Working as part of





Online Safety Units-Purple Mash

Year 1	<p>Safe Logins</p> <ul style="list-style-type: none"> Using a password to log on to an online environment. Create an avatar and understand why they are used. Beginning to develop an understanding of ownership of work online. Save work into a My Work folder in and understand that this is a private saving space just for their work. 	<p>Finding and saving work</p> <ul style="list-style-type: none"> Finding saved work in the Online Work area of Purple Mash. Finding messages that their teacher has left for them on Purple Mash. Searching in Purple Mash to find resources. 	<p>Logging out safely</p> <ul style="list-style-type: none"> Learning to log out of Purple Mash when they have finished using it and know why that is important. 	
Year 2	<p>Searching and Sharing Safely</p> <ul style="list-style-type: none"> Using the search facility to refine searches on Purple Mash by year group and subject. Sharing work created to a display board. Understanding why the teacher approves work before it is displayed. 	<p>Using E-mail</p> <ul style="list-style-type: none"> What is email used for. Understanding that Email is a form of digital communication. Using a simple email simulation. Discuss what makes us feel happy and what makes us feel sad. How can a message online make us feel happy or sad? 	<p>My Digital Footprint</p> <ul style="list-style-type: none"> What is a digital footprint? Children give examples of things that they would not want to be in their digital footprint. 	
Year 3	<p>Safety in Numbers</p> <ul style="list-style-type: none"> Creating a safe password How can we communicate using the internet Creating a class blog with appropriate messages How passwords keep our personal information safe. 	<p>Fact or Fiction?</p> <ul style="list-style-type: none"> Understanding that some information on websites may not be accurate or true. Using the internet to search and thinking critically about results. Evaluating facts from the internet. 	<p>Appropriate Content Ratings</p> <ul style="list-style-type: none"> Identify physical and emotional effects of watching/playing inappropriate content/games. Relating cyberbullying to bullying in the real world. Strategies for dealing with online bullying. 	<p>E-Mail Safety</p> <ul style="list-style-type: none"> Rules for staying safe when using email.

Working as part of



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<p>Going Phishing</p> <ul style="list-style-type: none"> Knowing security symbols such as the padlock that protect you online. Understanding the meaning of the term 'phishing' and learn about the existence of scam websites. Understand how our digital footprint can be used to commit identity theft. 	<p>Beware Malware</p> <ul style="list-style-type: none"> Understand the possible risks of installing free and paid for software. Learn about malware as software designed to disrupt, damage or gain access to a computer. To understand what a virus is. 	<p>Plagiarism</p> <ul style="list-style-type: none"> Children determine whether activities that they undertake online, infringe another's copyright. Understanding the difference between researching and using information and copying it. Learn how to cite sources. 	<p>Healthy Screen Time</p> <ul style="list-style-type: none"> Children learn to take more informed ownership of the way that they choose to use their free time They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Responsibilities and Support when Online</p> <ul style="list-style-type: none"> Thinking critically about the information that you share online both about yourself and others. Who do you tell if you are upset by something that happens online. Using the SMART rules as a source of guidance when online. 	<p>Protecting Privacy</p> <ul style="list-style-type: none"> Thinking critically about what you share online, even when asked by a usually reliable person to share something. Creating good passwords. Using images and digital technology to create effects not possible without technology. Understand how image manipulation could be used to upset them or others. 	<p>Citing Sources</p> <ul style="list-style-type: none"> Citing all sources when researching and explain the importance of this. Selecting keywords and search techniques to find relevant information and increase reliability. 	<p>Reliability</p> <ul style="list-style-type: none"> Understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.

Working as part of





Year 6	<p>Message in a Game</p> <ul style="list-style-type: none"> Using a simulation to identify risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. Steps to take to protect yourself including protecting your digital footprint, where to go for help, smart rules and security software. 	<p>Online Behaviour</p> <ul style="list-style-type: none"> Understanding how what you share impacts upon yourself and upon others in the long-term. Know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when you experience it or witness it as a bystander. 	<p>Screen Time</p> <p>Taking informed ownership of the way that you choose to use their free time. Recognise a need to find a balance between being active and digital activities.</p> <p>Give reasons for limiting screen time.</p> <p>Positives and negative aspects of technology. Balancing these opposing views.</p>	
---------------	--	---	--	--

Each unit is taught in discrete lessons. In addition online safety forms an integral part of all lessons in computing.