



Safeguarding and Child Protection Policy

Athersley North Primary School

Approved by: Governing Body

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Athersley North Primary School

Safeguarding & Child Protection Policy

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Athersley North Primary School

Safeguarding & Child Protection Policy

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Athersley North Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community...
...are aware of their responsibilities in relation to safeguarding and child protection.
...know the procedures that should be followed if they have a cause for concern.
...know where to go to find additional information regarding safeguarding.
...are aware of the key indicators relating to child abuse.
...fully support the school's commitment to safeguarding and child protection.

Role	Name	Contact Details
Designated Governor for Child Protection/Safeguarding	Mel Brightmore	288674
Deputy Safeguarding Lead	Kirsty Wordsworth Clare Storr	288674
LA Child Protection Contact/LADO	Ruth Holmes	RuthHolmes@barnsley.gov.uk
Partnership Manager Barnsley Safeguarding Children Partnership	Nigel Leeder	01226 775859 NigelLeeder@barnsley.gov.uk
Emergency Duty Team (Children's Social care)	Duty Social Worker	772423

Introduction

“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the best interests of the child”.

(Keeping Children Safe in Education – DfE, September 2020)

This Safeguarding and Child Protection Policy is for all school and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with the school's Safer Recruitment Policy, Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Social Media Policy and Photography Policy and any other relevant policy.

Our school is committed to safeguarding children and to create a culture of vigilance in school. This policy should also be read in conjunction with Keeping Children Safe in Education (DfE, 2020).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2020 as (Para 4):

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

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm and exploitation: KCSiE 2020 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse and emotional abuse.
- Contextualised abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).
- Peer on Peer abuse.
- Racist, disability- based, homophobic, bi-phobic or transphobic abuse.
- Gender based violence/violence against women and girls.
- Extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery or exploitation.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues.
- Is at risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 and 32).
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2020, Annex A page 94).

1 PRINCIPLES

Section 175 and 157 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State¹ at all times.

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Board (www.safeguardingchildrenbarnsley.com).

As a consequence, we;

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies; (Designated Safeguarding Lead)
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the

Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Board.

- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2. STATUTORY FRAMEWORK

The Education Act 2002 Section 175, places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

School also works in accordance with the following legislation and guidance:

Keeping Children Safe in Education (DfE September 2020)
Working Together to Safeguard Children (HMG, 2018)
Education Act 2002
Counter-Terrorism and Security Act (HMG, 2015) 5 September 2020
The Prevent duty Departmental advice for schools and childcare providers (DfE 2015)
Prevent Duty Guidance for Further Education Establishments in England and Wales (HMG 2015)
Serious Crime Act 2015 (Home Office, 2015)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
General Data Protection Regulations 2018 (GDPR)
What to do if you're worried a child is being abused (HMG, 2015)
Searching, screening and confiscation (DfE, 2018)
Children Act 1989
Children Act 2004
Children and Social Work Act 2017
Modern Slavery Act 2015
The Homelessness Reduction Act 2017
Preventing and Tackling Bullying (DfE, 2017),
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)
Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
Advice on Whistleblowing in Maintained Schools (DfE 2014)
<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools> Voyeurism (Offences) Act 2019
Covid- 19 Guidance
for full opening: schools (DfE 2nd July 2020)

3 DESIGNATED MEMBER OF STAFF :

The Designated Safeguarding Lead for safeguarding and child protection in school is: **Miss M.Brightmore**

In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Leads: **Miss K.Wordsworth or Mrs C.Storr**

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

The school recognises that:

- the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- all members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within the school over child protection cases
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The Head teacher's are responsible for dealing with allegations made against members of staff.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Board.
- Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the headteacher (if the headteacher is not the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection to ensure this takes place.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records, both schools should retain a copy of the transfer form.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for children missing education. The Local Authority should also be informed if a parent is considering elective home education so

the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service.

The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case. (Training is every two years.)
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately.

4 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: B Foot

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus.
- Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate;
- Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- All staff, volunteers etc will be vetted to ensure that only persons suitable to work with children shall work in the school.
- Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures and DfE guidance Dealing with Allegations of Abuse against teachers and other staff. Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012).

5 RECRUITMENT

- In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education"; in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be² e.g. having sight of an applicant's birth certificate, passport and/or driving licence
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS checks will also be completed.
- The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.
- The SBM is responsible for robust, safer recruitment procedures that help to deter, reject or identify people who may abuse children. The Trust adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

Safe Staff and Supporting Staff

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2020 Part Three and advised by BMBC policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by BMBC
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The school, has in place recruitment, selection and vetting procedures in accordance with KCSiE 2020 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2020 Part Three paragraphs 164 to 171.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- All new employees will be appropriately inducted to their role

6 VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

'Working with Volunteers' policy is in place and WWV1 forms are used for all volunteers working within school.

Note New: KCSiE 2020 Paragraph 56 makes clear If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children then they are informed and clear on how to share and report concerns (KCSiE 2020 Paragraph 56 to 59 and Part Four Allegations of abuse made against teachers, and other staff, including supply staff and volunteers).

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children.

All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

7 INDUCTION & TRAINING

All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.

All new staff at the school (including volunteers) will receive child protection information (What To Do If You Suspect A Child Is Being Abused), Keeping Children Safe in Education and a copy of the Safeguarding and Child Protection policy on starting their work at the school.

All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the on line safeguarding training which can be accessed via www.safeguardingchildrenbarnsley.com.

All Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years.

Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow. (See Induction Policy)

All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.

For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and students are expected to have completed the Safeguarding awareness training prior to commencing their employment.

8 DEALING WITH CONCERNS

It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.

Their concerns should be reported to the Designated Safeguarding Lead or Deputy Designated Lead immediately and should also be recorded using the school's Cause for Concern documentation. (Teaching staff currently use CPOMs and Support staff continue to use a paper based CFC)

To this end, volunteers and staff will follow the procedures below;

All concerns must be recorded immediately onto CPOMS / in writing on the cause for concern record sheet by the person with the concern. Paper copies will be kept in the staffroom and in classrooms for completion by TA's

This must then be passed on/ assigned to the designated person immediately, who will decide on the appropriate actions, updating CPOMS / annotating the cause for concern sheet.

Any further discussions, telephone calls or meetings in relation to the child must be recorded onto CPOMS

Designated leads and other appropriate adults will hold regular meetings to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.

All concerns must be recorded on the Cause for Concern record/CPOMS and must be passed/assigned to the Designated Safeguarding Lead / Deputy Designated Lead immediately.

The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for concern form/ the Actions section within CPOMS

The Designated Safeguarding Lead / Deputy Designated Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.

All discussions, telephone calls and meetings in relation to the child/young person will be recorded onto CPOMS

The Designated Safeguarding Lead and other appropriate professionals will hold regular, at least monthly meetings to discuss and review all live and dormant records. The Designated Safeguarding Lead will then be able to:

- monitor that the agreed actions have taken place
- assess the impact of the actions and the progress being made
- agree the next steps
- quality assure the written records
- collate a report for the Governing body outlining the level of child protection concerns and work being undertaken
- ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
- ensure school is represented at Core Groups and Conferences
- The documentation for each child is stored securely electronically with access rights limited to safeguarding staff.

9 SAFEGUARDING IN SCHOOL

All school and college 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. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments". Keeping Children Safe in Education (DfE, 2020)

As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in conjunction with the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system.
- Keeping Children Safe in Education- September 2018
- Sexual violence and sexual harassment between children in schools and colleges
- Safe recruitment
- Code of conduct for staff
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention - managing challenging behaviour
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy
- Supervision Policy
- Children Missing Education
- Safe recruitment and code of conduct for staff. Racist incidents

Early Help

All staff are aware of the early help process and understand their role in this.

This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

10 PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil

The allowing of photographs and videos will be at the discretion of the Headteacher.

11 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated Safeguarding Lead.

12 CONDUCT OF STAFF

The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Athersley North Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement to BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- To the school Inclusion Team, via the concern post box
- Through encouragement to discuss issues during SEAL sessions and Circle times.
- Via the School Parliament meetings
- An open approach to discussing issues with staff

13 PHYSICAL CONTACT AND RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. (The Use of Force to Control or Restrain Pupils Policy).

All staff have undertaken Positive Handling training and interventions in accordance with the laws which govern the Use of Physical Force and Restraint.

14 ALLEGATIONS AGAINST MEMBERS OF STAFF

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children;

- this should be referred to the headteacher or principal;
- The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.)
- The Headteacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors and;
- in the event of concerns/allegations about the headteacher, this should be reported directly to the LADO

This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

SUPPLY TEACHERS

In some circumstances school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to as 'the agency').

Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support.

The allegations management meeting which is arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing

allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

15 BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

16 CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

17 PROVISION TO HELP PUPILS STAY SAFE

Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Athersley North Primary School.

Our curriculum is designed to be adaptable so that it can specifically meet the needs of our children; they learn to engage with others in a safe and mutually respectful way. Our curriculum includes support for children via:

- Intervention Groups
- Personalised curriculum
- Outdoor Learning Groups
- Circle Time
- SEAL/Thrive Curriculum
- PSHE/Wellbeing
- Lunchtime Group
- Nurture group
- Class teacher discussion
- Visual Timetable
- Co-operative Learning Strategies

Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Initiatives such as Sports Leaders, Star of the Week, Co-operative Learning Team of the Week and School Parliament, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

ONLINE SAFETY

As schools are increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. KCSIE 2020

See Online Learning and Remote Learning Policies

RSE and statutory duties in school

Relationships and Sex Education is compulsory from September 2020.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps pupils understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). School uses the Jigsaw PSHE programme as a vehicle to deliver quality RSE lessons.

Children with special educational needs and disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Be more prone to peer group isolation than other children;
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers that make telling an adult difficult and
- The requirement of personal or intimate care

All staff will consider these additional vulnerabilities and challenges in considering the safeguarding of our children.

MULTI AGENCY WORKING

School has a pivotal role to play in multi-agency safeguarding arrangements. The Governing body should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for the area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.

Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.

Relevant agencies include;

Police
Social Care
BSARCS
IDAS
Probation
Family Intervention Service
Early Help Team
Family Support
Local Family centres
Schools
Colleges
Educational Psychology
Support Agencies for SEND
Health services
CAMHS

18 PARENTS & CARERS

A paper copy of the Child Protection Policy is available on request.

This policy will be available to download from the school website. www.athersleynorthprimary.co.uk

The school will be proactive in our consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

19. IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

All adults in school will receive a copy of this policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed a section at a time during the standing item on Safeguarding during the briefing section of the agenda.

The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.

The designated governor for safeguarding will monitor one aspect of the school's work termly and report back to the full governing body.

The Headteacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The Headteacher will also complete the Annual Headteacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.

Parents will be consulted via the parents' annual questionnaires and pupils via the School Parliament.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child continuing to be unnecessarily at risk. Remember it is often the most vulnerable children who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behavior
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors or Local Authority
- Make sure that your concerns are not dismissed.
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimization
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence.

Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from the Head Teacher, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse

School staff are aware of the signs of abuse and neglect to assist and enable us to identify children who may be in need of help or protection. Within those four main types of abuse there are a number of specific types of abuse that our school staff are alert to.

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	
Bruising in unusual areas	
Changing explanation of injuries	
Not wanting to go home with parent or carer	

Peer on Peer Abuse

Children can abuse other children, This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to, bullying, (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores
Hunger – complaining of	Urine smells
Unkempt hair	No parental interest
Not wanting to communicate	Behaviour problems
Attention seeking	Lack of respect
Often in trouble – police	Bullying
Use of bad language	Always out at all hours
Lack of confidence – low self-esteem	Stealing
Jealousy	

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks in genital area	
Drawing – inappropriate knowledge	
Relationships with other adults or children for example, being forward	

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy
Afraid of authoritative figures	
Treating others as you have been treated	
Picking up points through conversation with children	

Peer on peer abuse

School may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered, harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), online abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use the curriculum and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with peer on peer abuse.

Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age, individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood, the experience will adversely affect their educational attainment.

Our school takes all victims seriously and they will be offered the appropriate support. We will ensure that sexual violence and sexual harassment is not acceptable in any circumstances. We do not accept that it is 'just part of growing up' or a joke and manage such incidences by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures.

'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. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Children Missing from Education (CME)

As part of our safeguarding role we ask parents and carers to provide a minimum of two sets of contact

details (and the relationship of the contacts to the child/children) and we will regularly ask parents and carers to ensure that they are kept up to date. All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. School recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence as outlined in the Attendance at School Policy. Where contact is not successfully made, a referral may be made to another appropriate agency (Education Welfare Service, Social Care or Police).

We will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

Contextual safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

Child Sexual Exploitation and Preventing Violent Extremism

- We are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised or be exposed to the risks of CSE. To support this process staff in our school report any concerns they have about our children in this respect to the Designated Lead for Safeguarding using the 'cause for concern' form. The Designated Lead will then make a referral into Barnsley Safeguarding Children Board for further advice and support.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to boys and girls from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of 'County Lines' criminal activity; drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money.

Serious Violence

There are a number of indicators, which may signal that a child is at risk from, or 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 of attitude or wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserve "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and such 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 female genital organs. It is illegal in the UK and is a form of child abuse. The Serious Crime Act 2015 (Home Office, 2015) places a duty on teachers to notify the

police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. We will operate in accordance with the statutory requirements relating to female genital mutilation in line with Child Protection Procedures.

Forced marriage

A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26 places a duty on schools in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty. It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas and;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham referral pathways.

Mental Health and Wellbeing

All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school child protection policy.

Staff understand that only appropriately trained professionals should make a diagnosis of a mental health problem however realise that they are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We work to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our schools may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the mental health and wellbeing of our children. It is equally important that parents share any concerns about the wellbeing of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be selfharming the Designated Safeguarding Lead (DSL) or relevant key person will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate referral pathways.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Domestic Abuse

Domestic abuse is defined as *“any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical, sexual; financial and emotional”*

Children who witness domestic abuse in the context of their home life can be adversely affected. Exposure to domestic abuse can have serious long lasting emotional and psychological impact on children.

Operation Encompass operates across the Local Authority and we work with appropriate agencies to ensure that our children are supported and kept safe.

Appendix 3: Keeping Children Safe in Education 2020

Briefing on key updates to statutory guidance for schools

2020 updates

As of September 2020, schools in England must follow the 2020 edition of Keeping children safe in education. The guidance includes changes in the following areas:

- legislation, including the mandatory Relationship Education, Relationship and Sex Education and Health Education guidance applicable from September 2020
- the addition of information that will support schools and colleges to protect their children in areas including: mental health, domestic abuse, child criminal and sexual exploitation and county lines
- clarifications to help the sector better understand and follow the guidance
- new guidance on managing allegations against supply teachers.
- The key updates revolve around heightening the link between mental health concerns and safeguarding, COVID-19 and to ensure consistency with other documents, such as the new mandatory RSHE guidance and Ofsted guidance.
- Furthermore, there's new and updated information around child criminal exploitation and child sexual exploitation, GDPR, preventing radicalisation and upskirting.
- This is in addition to updates around the role of the DSL and safer recruitment

See also Annex H Pages 115-117