

Safeguarding in Education

Strategic Child Protection

and

Safeguarding Policy 2023-2024

Tickton CE Primary School



Date of This Review	September 2023
Reviewed By	C Brown
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Contents	Page(s)
Contents	2 - 6
Advice and Contact List	7 - 9
Definitions and Acronyms	10 - 11
1. Related Legislation and Guidance	12 - 13
2. Other Safeguarding Related School Policies	13
3. Introduction and Core Principles	13
3.1 Definition of Safeguarding	13
3.2 The 4 Core Principles	14 - 15
3.3 School Commitment	15 - 16
3.4 A Range of Safeguarding Issues that Need to be Considered	16 - 17
3.5 Multi Agency Safeguarding Arrangements	17 - 18
4. Roles and Responsibilities	18
4.1 DSL and DDSL	18 - 19
4.2 Governance and Leadership	19 - 21
4.3 All Staff	21 - 22
4.4 Children and Young People	22
4.5 Parents and Carers	23
5. Child Protection Procedures	23
5.1 Identifying Concerns	23 - 24
5.2 Responding to Concerns	25
5.3 Children suffering or at risk of suffering significant harm	25 - 26
5.4 Emergency Duty Team	26 - 27
5.5 Case Conferences, Core Group, TAF & Strategy Meetings	27
5.6 Children's Concerns	27 - 28
5.7 Feedback and escalating concerns about individual cases	28 - 29
5.8 Confidentiality	29
5.9 Information Sharing	29 - 30
6. Record Keeping and Transferring / Retaining Records	30 - 31
7. Complaints	31
8. Early Help	31 - 32
9. Specific Safeguarding Concerns – Further Information	32
9.1 Physical, Emotional, Sexual Abuse and Neglect	32
9.2 Child-on-Child Abuse	32 - 33

9.3 Child-on-Child Sexual Violence and Harassment	34 - 35
9.4 Honour Based Abuse (HBA)	35
9.4.1 FGM Reporting Procedure	35 – 36
9.4.2 Minimum Age for Marriage	36
9.5 Contextual Safeguarding	36
9.6 Child Sexual Exploitation (CSA) and Child Criminal Exploitation (CCE) and County Lines	36 - 37
9.7 Possible Violent Extremist Radicalisation & Hate Incidents	37
9.8 Serious Violence	37
9.9 Domestic Abuse	38
9.10 Private Fostering & Direct Payments	38
9.11 Mental Health and Emotional Well-Being	38
9.12 Nude and/or semi-nude image sharing by children	38 - 39
10. Supporting Vulnerable Children and those potentially at risk of harm	40
10.1 Children with a Social Worker	40
10.2 Children who are LGBTQ	40
10.3 Children Looked After (CLA) and Previously Looked After Children (PLAC)	40 - 41
10.4 Elective Home Education (EHE)	41
10.5 Children Absent from Education	41 - 42
10.6 Children with Special Educational Needs or Disabilities (SEND)	42
11. Opportunities to Teach Safeguarding	42
12. Online Safety and Filtering and Monitoring	43 - 44
13. Training	45
13.1 All Staff	45 - 46
13.2 Governors	46
13.3 Induction	46 - 47
13.4 DSL / DDSL Training	47
14. Reasonable Force	47 - 48
15. Safer Recruitment and Staff Vetting	48 - 49
16. Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing	50
16.1 Concerns that meet the 'Harm Threshold'	50 - 51
16.2 Low Level Concerns	51 - 52
16.3 Safeguarding Culture and Whistleblowing	52 - 53

17. Use of Premises by Other Organisations	53
18. Site Security – Health & Safety and Emergency Procedures	53 - 54
19. Volunteers	54
20. Contractors, Visitors, Supply and Agency Staff and ITT Trainees	54 - 55
21. Extended School and Offsite Provision and Educational / Residential Visits	55
22. Policy Review	55
Appendix 1 – Categories of Abuse	56 - 57
Appendix 2 – Responding to Concerns – Disclosures	58
Appendix 3 – Child Protection Record of Concern or Disclosure	59
Appendix 4 – Body Map	60 - 61
Appendix 5 – Child Protection Cover Sheet & Summary Record	62 - 63
Appendix 6 – Example of Advice for Children	64
Appendix 7 – Safeguarding Children; Information for Visitors, Supply Staff and Volunteers	65
Appendix 8 – Ofsted Definition of Safeguarding	66 - 67
Appendix 9 – Advice if there are concerns about the capacity of parent/carer collecting children	68
Appendix 10 – Information for Parents	69
Appendix 11 – Support Organisations	70 - 73
Appendix 12 – ‘PREVENT’ – Safeguarding Referral Form	74 - 77
Appendix 13 – Child Protection / Safeguarding Chronology Sheet	78
Appendix 14 – Request for Service	79 - 87

ADVICE AND CONTACT LIST

Tickton CE Primary School Child Protection & Safeguarding

Advice and contact list September 2023

Role / Agency	Name & Role	Contact Details
School Designated Safeguarding Lead	Chris Brown Headteacher	tickton.head.primary@eastriding.gov.uk 01964542498
Deputy DSL	Ellie Anderson SENDCo	tickton.senco.primary@eastriding.gov.uk
Designated Safeguarding Governor	Katie Fisher	kfisher16@outlook.com
Chair of Governors	Helen Brierley	chair@tickton.eriding.net
Looked After Children Designated Teacher	Ellie Anderson SENDCo	tickton.senco.primary@eastriding.gov.uk
E-Safety Coordinator	Chris Brown Headteacher	tickton.head.primary@eastriding.gov.uk 01964542498
Safeguarding and Partnership Hub	<p>CP Consultation and Request for Service</p> <p>Support & Advice: Intensive & Specialist Safeguarding Support</p> <ol style="list-style-type: none"> 1. Urgent C P Concerns 2. Consultation with an Advanced Social Worker 	<p>Mon to Thursday 8:30am – 5:00pm</p> <p>Friday 8:30am – 4:30pm</p> <p>01482 395500</p> <p>Request for Service (RFS) forms should be sent to:</p> <p>safeguardingchildrenshub@eastriding.gov.uk</p>
Children’s Emergency Duty Team	Urgent CP concerns outside of office hours where a child is at risk of significant harm.	01482 393939
Early Help Locality Hub	<p>Early Help</p> <p>Additional support for children & family’s initial consultation</p>	<p>Consultation 01482 391700</p> <p>All Request for Service to be sent to:</p> <p>ehphub@eastriding.gov.uk</p>
Local ER Children Safeguarding Team	Beverley	Coltman Avenue, Beverley 01482 880066

Local ER Children	Cara Grainger	Cara.Grainger@eastriding.gov.uk
Safeguarding Team Manager	Lindsay Sewell	lindsay.sewell@eastriding.gov.uk
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational School Safeguarding & CP advice	chris.hamling@eastriding.gov.uk 01482 392251 Please always use the SiET email to initiate contact with SiET: safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Dosser Referral of possible allegations against staff & volunteers.	Please always use the LADO email to initiate contact with LADO: LADO@eastriding.gov.uk
School critical incident, bomb threats etc & Educational Visits Emergencies (not Child Protection)	24-hour Guidance & support	01482 392999
Humberside Police	ER Protecting Vulnerable People Unit	01482 220809
Humberside Police	Hate Crime / incident reporting	101 https://www.reportingcrime.uk/HPhatecrime/
East Riding Safeguarding Children Partnership	General strategic and operational Safeguarding & CP advice and multiagency training	https://www.erscp.co.uk/ 01482 396994 erscp.enquiries@eastriding.gov.uk
ER Safeguarding Children Partnership Training	Training Admin & Information	erscp.training@eastriding.gov.uk
Hull	Children's Social Care	01482 448879 EDT 01482 300304
North Yorks		01609 780780 EDT 01609 780780
North Lincs		01724 296500 EDT 01724 296500
North East Lincs		01472 326292 EDT 01472 326292

Prevent Referral	Humberside Police ERYC	101 / prevent@humberside.pnn.police.uk prevent@eastriding.gov.uk
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DEFINITIONS AND ACRONYMS

Staff	Refers to all paid adults, volunteers, or students on placement, working in any capacity in the school or in activities organised by the school, which brings them into contact with pupils of the school.
DSL	Designated Safeguarding Lead
DDSL	Deputy DSL
DSG	Designated Safeguarding Governor
CoG	Chair of Governors
SiET	Safeguarding in Education Team
LADO	Local Authority Designated Officer
ERSCP	East Riding Safeguarding Children Partnership
CST	Locality Children Safeguarding Teams
SaPH	Safeguarding and Partnership Hub
CEDT	Children's Emergency Duty Team
EHPH	Early Help and Prevention Hub
DBS	Disclosure & Barring Service
KCSiE 2023	Keeping Children Safe in Education 2023
VCET	Vulnerable Children Education Team
DfE	Department for Education
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
Sexual Harassment	Sexual comments, sexual "jokes" or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude's images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments and messages (including on social media), sexual exploitation (coercion and threats)
EWO/S	Education Welfare Officer/Service
YFS	Youth & Family Support
Mental Health and Emotional Wellbeing Service	https://www.erscp.co.uk/more/mental-health-and-emotional-wellbeing-service/
GDPR	General Data Protection Regulation

Child Protection	Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
Safeguarding	Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum. See Ofsted definition and scope of Safeguarding (Appendix 8)
Child	Any pupil under the age of 18 is legally a child
Pupils 18 or over	If there is a concern about the welfare of a pupil aged 18+ DSLs are advised to seek advice in the same way as for children e.g. CST may signpost to Adult Services or refer to YFS
EHCP	Education, Health and Care Plan

1. Related Legislation and Guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2023, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Working Together to Safeguard Children (2018) – last updated 01.07.22
- Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for safer worker practice for those working with children and young people in education setting (February, 2022) – Safer Recruitment Consortium
- Keeping Children Safe in Education (DfE, 2023)
- Use of reasonable force in schools (DfE, July 2013)
- Searching, screening & confiscation (DfE July, 2022)
- School Staff & Volunteer Code of Conduct (ERSCP, September 2023)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Gov, July 2018)
- Guide to General Data Protection Regulation (ICO 2018)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2023).
- [Ofsted Education inspection framework \(September 2023\) – GOV.UK](#)
- [Ofsted Inspecting safeguarding in early years, education and skills \(September 2022\) – GOV.UK](#)
- [Ofsted School inspection handbook \(July 2023\) - GOV.UK](#)
- Statutory guidance, Revised Prevent duty guidance: for England and Wales, GOV. UK, Updated 1st April 2021
- Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK, Updated 12th May, 2021
- Multi-agency statutory guidance on female genital mutilation (HM Govt July 2020)
- What to do if you're worried a child is being abused (HM Govt 2015)
- [Working Together to Improve School Attendance \(DfE, May 2022\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England \(DfE, May 2023\)](#)
- [Behaviour in Schools: Guidance, advice for headteachers and school staff \(DfE, September 2022\)](#)
- [Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022, Applies from: September 2022](#)
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb 2018)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug 2018)
- [Keeping children safe during community activities, afterschool clubs and tuition: non statutory guidance for providers running out-of school settings \(DfE, April 2022\)](#)
- [Meeting digital and technology standards in schools and colleges \(DfE, March 2023\)](#)

2. Other Safeguarding Related School Policies

KCSiE 2023 outlines the explicit requirement for a whole school or college approach to safeguarding. The school / college has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy / [Filtering and Monitoring](#)
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy

The above list is not [exhaustive](#) and when undertaking policy development, [consideration will be given to](#) Safeguarding and Child Protection matters and associated implications, within each appropriate policy or guidance.

3. Introduction and Core Principles

3.1 Definition of Safeguarding

KCSiE 2023 (Paragraph 4) defines safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the 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.

3.2 The 4 Core Principles

There are four main elements to our Child Protection and Safeguarding Policy:

1. **Prevention** – a positive school atmosphere, pastoral support to pupils, the Spiritual, Moral, Social and Cultural and Relationship, Sex and Health Education elements in the formal and informal curriculum, safer recruitment procedures and safe & appropriate working practice by staff. Wider safeguarding policies and procedures in place to establish and maintain a safe and secure school environment). (KCSiE 2023 Paragraph 131) continues to [place emphasis upon preventative education](#):

“Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain

and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The School/College will have a clear set of values and standards, upheld and demonstrated throughout all aspects of School/College life. These will be underpinned by the School/College's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities)."

2. **Protection** - by following agreed procedures, ensuring staff are trained and supported to identify and respond appropriately, and sensitively to child protection and other safeguarding concerns and that there are clear systems of internal information sharing and record keeping). To ensure our pupils know what unacceptable behaviour is, in relation to sexual violence and sexual harassment and feel confident to report and that action will be taken, and they will be supported.
 3. **Support** - to all pupils and school staff and to children who may have been abused, neglected, exploited or are in other ways vulnerable.
 4. **Collaboration** - with children & young people, parents, and partner agencies to promote safeguarding and wellbeing for all our children and young people.
- At Tickton Primary School, we recognise both our moral and statutory responsibility to safeguard and promote the welfare of all children. We know that children who feel safe and secure at school are more likely to achieve their full potential.
 - As such, safeguarding is regarded as everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and pupils/students) are integral to the school wide safeguarding culture and processes and have an essential role to play in making our school community safe and secure.
 - The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within KCSiE 2023, as well as related statutory guidance and local safeguarding protocols.
 - We will ensure that all parents and other working partners are made aware of our child protection policy and procedures. All staff new to the school will be made aware of the school safeguarding procedures as part of their initial induction process.
 - We understand the importance of positive and appropriate behaviour and the crucial role of staff in setting and maintaining standards for positive and appropriate behaviour, tolerance and mutual respect.
 - The school approach to safeguarding is based on the belief that the best interests of children always come first and that all children have a right to be heard and to have their wishes and feelings taken into account.
 - In our school/college children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account as far as possible, when determining what safeguarding action to take and what services to provide.
 - Children identified as vulnerable and those with additional needs are supported and similarly all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Where safeguarding is concerned, staff will maintain an attitude of 'it could happen here' and when concerned about the welfare of a child, staff will always act in the best interests of the child. In the event of any safeguarding concern being identified about any child or adult, staff will act immediately, sharing concerns in line with agreed procedures.

3.3 School Commitment

As part of the responsibility for, and commitment to pastoral care, Tickton Primary School adopts an open and accepting attitude towards children. Staff strive to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place and source of potential support when there are other difficulties in their lives. Any worries and / or fears that children have will be taken seriously, and children are encouraged to seek help from, or confide in, members of staff.

Our school will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to;
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty, underpinned by established, well publicised and robust safeguarding procedures.
- Incorporate across the curriculum, teaching / learning and opportunities that equip children with the skills and knowledge they need to stay safe from abuse and develop resilience and an awareness of possible grooming or influence by violent extremist ideas and the dangers and consequences in engaging in inappropriate behaviour online.
- Ensure that all forms of unpleasantness and harassment, including allegations of child-on-child abuse, sexual violence and sexual harassment, [transphobia](#), hate incidents and online bullying & abusive behaviour are dealt with at the appropriate level and in line with national and local guidance and procedures and not dismissed as immature behaviour or banter.
- Educate all pupils and staff in relation to sexual violence and sexual harassment and ensure everyone knows this is not okay and will not be tolerated in our school or our community.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure that staff have an understanding of when to make referrals to the DSL when there are indicators or concerns of possible Neglect, Sexual, Physical or Emotional Harm and indicators of possible Child Sexual & Criminal Exploitation, Female Genital Mutilation, Radicalisation, School Attendance concerns, Child-on-Child Sexual Violence and Sexual Harassment and Forced Marriage and that they have access to additional advice and support.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.
- Ensure that staff are aware of how and when to act on concerns that they have, and work in a safe and appropriate manner. They are aware that they are in a position of trust and what the implications are in relation to their working practice and out of school conduct and that their conduct towards pupils must remain beyond reasonable reproach.
- Fulfil the 'duty of care' towards staff by providing appropriate safeguarding guidance, induction and continuing training and support as required by KCSiE 2023.

3.4 A Range of Safeguarding Issues that Need to be Considered

Tickton Primary School acknowledges that there is a broad range of specific, and at times interlinked safeguarding / child protection issues, that require vigilance and may need potential action for example, Early Help. See Appendix 1 and 8. These concerns can occur 'direct / in person' and / or online and straddle intrafamilial and extrafamilial settings (or both). This would include but not be limited to:

- Abuse and neglect ('Intrafamilial' risks)
- Bullying, including cyberbullying
- Child-on-child abuse

- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding ('Extrafamilial' risks outside the family home) - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls - 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Hate Crime / Offences
- Has returned home to their family from care
- Homelessness
- Human trafficking and modern slavery
- Is disabled or has certain health conditions and has specific additional needs and / or has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is persistently absent from education, including persistent absences for part of the school day
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery and trafficking
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is a privately fostered child
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- 'Upskirting'

(Also see Part One and Annex B within KCSiE 2023 for more information)

3.5 Multi Agency Safeguarding Arrangements

As a 'Relevant Agency' (Working Together to Safeguard Children, 2018) Tickton Primary School recognises its statutory duty to co-operate with and support the East Riding Safeguarding Children's Partnership arrangements.

Tickton Primary School recognises the pivotal safeguarding role it plays and understands and supports the ERSCP expectation of active engagement with the Partnership, appropriate sharing of information and contributing to inter-agency meetings and plans.

Tickton Primary School also recognises that inter-agency working is essential if children are to receive effective targeted support as early as possible. In this way we hope to ensure that barriers to learning are minimised for vulnerable children and social inclusion is maximised.

We are therefore committed to initiating where appropriate and supporting other professional initiated inter-agency work such as:

- Early Help Plans & Team Around the Family meetings (TAF).
- CP Case Conferences, core groups and other multi-agency meetings.
- Joint working with EWS.
- Health & CAMHS intervention & assessment.

We also work in partnership with Humberside Police as part of the Domestic Abuse alert system Operation Encompass and work with SiET to support [Humberside Police Pitstop meetings](#).

School will support ERSCP arrangements for the auditing and assurance of our Child Protection & Safeguarding arrangements.

Whilst observing the requirements of KCSiE 2023 (especially Paragraph 301 in relation to 'assurance') access for relevant professionals (e.g. Social Worker, Educational Psychologist etc) will be facilitated and where appropriate, from a placing Local Authority.

Where there is a need for detention, treatment and questioning by police officers, the Headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) and will respond to concerns in line with the school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'Searching, screening and confiscation at school' guidance.

4. Roles and Responsibilities

4.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2023, Annex C. In line with this, the DSL is a member of the Senior Leadership Team and has overarching responsibility for ongoing oversight of safeguarding and child protection systems (including online safety and [IT Filtering and Monitoring](#)). The DSL or DDSL (or another appropriately trained senior member of staff) will be available on site when the school is open to coordinate and advise staff or respond to urgent child protection matters.

Whilst the activities of the DSL may be delegated (e.g., to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The DSL will ensure that individual members of staff are appropriately aware of the actions taken in response to concerns that they have referred to the DSL. If the member of staff feels that that the actions taken are inappropriate, ineffective or that the situation of concern is continuing they should raise concerns with the DSL or senior member of staff and press for reconsideration or discussion. If there is still a concern by the member of staff or they feel the situation is urgent, they can refer to SaPH or the LADO.

In order to develop the requisite knowledge and skills required to carry out their role, the DSL will undergo appropriate and specific training, the same requirement applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updated, in line with local ERSCP protocols, through a variety of methods at regular intervals and at least annually.

Key aspects of the role are:

- providing advice and support and information to staff as appropriate, acting as the central contact point for all staff to discuss safeguarding arrangements.
- oversee staff safeguarding training and share / cascade information.
- ensuring that safer recruitment and staff induction procedures are in place and followed.
- liaising with the LA and other agencies including the involvement in Early Help Assessments and plans and managing any involvement with any multi-agency plans / work.
- maintaining a confidential recording platform and obtaining, managing and transferring CP records within the stipulated 5-day transfer period for individual pupils and liaising with previous and receiving schools.
- coordinating safeguarding action for individual children. When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child, with the DSL liaising closely with the Designated Teacher.
- ensuring the preparation of appropriate reports for and attendance at Case Conferences, Core Groups and other multi-agency meetings.
- arranging appropriate induction and continuing training for all staff, providing regular updates as necessary.
- returning information to the ERSCP and LA as required and in-line with agreed timescale and statutory guidance e.g., Education Settings Self-Assessment Tool (Section 175 Report).
- liaising with the Headteacher and DSG.
- lead and support a school culture of listening to pupils and taking account of their wishes and feelings and supporting measures and plans put in place to support or protect them.
- ensuring that any educational or safeguarding assessments of children consider the wider contextual environmental factors present in the child's life outside the school or family and inform the development of support for learning, attendance, behaviour, and mental and emotional health.
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children. Including children with a social worker, are experiencing, or have experienced, with teachers and School/College leadership staff.
- ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSiE 2023.
- liaising with the Headteacher/Principal to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).
- [Oversee online safety and the filtering and monitoring systems and processes in place.](#)

4.2 Governance and Leadership

The Governing Body fully recognises its responsibilities regarding safeguarding and child protection and for safeguarding and promoting the welfare of children as outlined in Part 2 of KCSiE 2023. The Governing Body

has the strategic responsibility to monitor and ensure that all child protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

Management and leadership by the Headteacher and Governors ensure that the time, resources and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2023 are carried out and that all strategic child protection and safeguarding arrangements are in place and effective.

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate a whole School/College approach to safeguarding which involves everyone.

The Governing Body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the ERSCP. The Senior Leadership Team will be supported to ensure that there are policies and procedures in place to make sure that appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The Governing Body will:

- designate a Governor (DSG) for Child Protection & Safeguarding who will monitor the school's Child Protection Policy in operation along with training and procedures and keep the full Governing Body suitably updated.
- ensure a written report is presented to each Governing Body meeting on the Child Protection/Safeguarding work of the school and that the previous school year annual report is presented to the Autumn Term meeting.
- ensure that this policy is revised and updated annually and in doing so will seek the views of parents and pupils and the views and experience of staff.
- remedy any identified weaknesses in the policy or application of the policy immediately.
- ensure all Governors complete ERSCP e-learning Child Protection training (including online safety) and refresh this at least every 3 years, either Safeguarding Everyone Level 1 or Safeguarding in Education (CoG and DSG).
- This level of training should be included in the induction package of any new Governors. The DSG should complete higher level training led by the SiET.
- Make opportunities available for Governors, as required, to complete ERYC:
 - Safer Recruitment training.
 - Governor's Safeguarding Roles & Responsibilities training.
- The DSG acts as a 'Champion' for Child Protection and liaises with the Head & DSL to report to, update and advise the full Governing Body on the strategic and operational aspects of safeguarding.
- Governors have a duty to assure themselves that the schools child protection files are maintained as set out in Annex C of KCSiE 2023, but would not routinely have access to details of individual Child Protection Cases and understand the requirement for confidentiality.
- [Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness](#)
- [Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards](#)
- [Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role](#)

- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

4.3 All Staff

It is recognised that staff play a key role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children.

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSiE 2023 and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment and to record and report concerns immediately to staff identified with child protection responsibilities within the school.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

In line with existing and relevant policies, for example, staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the School/College safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- to know how to report safeguarding and technical concerns, in relation to Online Safety and Filtering and Monitoring, such as, if:
 - they witness or suspect unsuitable material has been accessed

- they are able to access unsuitable material
- they are teaching topics that could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

All staff have received training / briefing; had time allocated to read and the opportunity to seek advice or clarification; about the current:

- Keeping Children Safe in Education 2023 – Part 1 for those who work directly with children (Safeguarding information for all staff) and, or, annex A (a condensed version of Part 1), for members of staff who do not work directly with children (Safeguarding information for school and college staff).
- School Staff Code of Conduct 2023.
- School Whistleblowing Guidance 2023.
- School Behaviour & Attendance policies - and understand the safeguarding context of both.
- Staff Reference Guide CP and Safeguarding Policy 2023-2024.
- The role and identity of the DSL, DDSL & DSG.

All staff have access to the current

- Keeping Children Safe in Education (Sept 2023) full guidance – saved on network
- School Strategic Child Protection & Safeguarding Policy 2023-2024 – Saved on network and paper copy displayed in the staffroom
- What to do if you are worried a child is being abused (March 2015). Saved on network and paper copy displayed in the staffroom
- Guidance for safer worker practice for those working with children and young people in education setting February 2022. Saved on network and paper copy displayed in the staffroom

4.4 Children and Young People

Through the commitment to, and maintenance of, a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every pupil/student will:

- feel safe, be listened to, and have their wishes and feelings considered.
- confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- contribute to the development of safeguarding policies and practice.
- receive help from a trusted adult.
- learn how to keep themselves safe, including online.

4.5 Parents and Carers

At Tickton Primary School, we believe that our Safeguarding and Child Protection work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies such as Early Help and intervention by Early Help Support Services are a key source of potential support. This will be

underpinned by open and honest communication and transparency in terms of purpose, always working in the best interests of the child.

However, we ensure that parents are aware that there may be certain circumstances when we need to progress concerns in relation to child protection and seek advice from SaPH, in line with local procedures outlined in the 'Effective Support Guidance' without parental / carer consent or knowledge. Please see Appendix 10.

Parents are also made aware that this policy is available from the school and is on the school website. The name and contact details (via school) of the DSG is publicised should parents wish to raise any suggestions or queries about the Policy or specific issues. Any such concerns will be considered when the policy is reviewed and responded to by the DSL, DSG or Headteacher.

If staff are concerned that a parent collecting a child is incapable of doing so safely, they should refer to guidance in Appendix 9 and follow normal safeguarding procedures.

Tickton Primary School will work with Parents/carers as part of the commitment to support effective safeguarding practice and seek support from parents/carers through:

- understanding and adhering to the relevant school policies and procedures.
- talking to their children about safeguarding issues and support the School/College in their safeguarding approaches.
- identifying behaviours which could indicate that their child is at risk of harm including online.
- seeking help and support from the School/College or other agencies.

5. Child Protection Procedures

5.1 Identifying Concerns

School staff are particularly well placed to observe and should be alert to outward signs of abuse / neglect, various forms of exploitation and risk and any changes in behaviour or poor or irregular attendance. [This can be in and out of the education setting, in person and online.](#)

When concerned about the welfare of a child, staff will always act in the best interests of the child and staff will maintain an attitude of '**it could happen here**' where safeguarding is concerned.

Working Together to Safeguard Children (2018) and KCSiE,2023, outline the definitions and indicators of abuse and neglect and all staff are made aware of this. Please also refer to Appendix 1. The DSL and DSG ensure that all staff have received and been given the time to read KCSiE 2023, Part One or Annex A and have access to the full guidance

Additional, localised information is also contained in the ERSCP document – '*Effective support for children, young people and families in the East Riding of Yorkshire Guidance for all practitioners in working together to support families and safeguard children*'.

All staff are made aware of the possible indicators of abuse and neglect and how to respond to disclosures and other concerns.

Understanding the indicators of abuse and neglect, is key to fashioning an appropriate response to concerns as early as possible and provide the support required to prevent escalation and a worsening situation. It is recognised that there are a wide range of potential safeguarding issues that school staff need to be aware – see Section 3.4. When assessing whether a child may be suffering actual or potential harm, there are 4 categories of abuse, which often overlap (see Appendix 1 for further information):

1. Physical Abuse

2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Child specific issues will always be considered as it is recognised that some children have additional or complex needs and may require access to intensive or specialist services to support them. The DSL will liaise with appropriate colleagues (e.g. SENDCo).

Safeguarding incidents and/or concerns can be associated with factors and risks outside the home and education setting.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Indicators of child abuse and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviours on a continuum – i.e., what appears to be worrying behaviour for a younger child might be normal for an older child.

It is also important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused. The DSL will take seriously all concerns shared and explore them individually.

Technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the School Behaviour Policy which is informed by the DfE 'Searching, screening and confiscation at school' guidance (July 2022).

The DSL (or deputy) will be informed of any searching incidents (ideally in advance and thus can contribute to the decision making and any arrangements) where there were reasonable grounds to suspect a pupil/student was in possession of a prohibited item as listed in our Behaviour Policy. The DSL (or deputy) will then consider the circumstances of the pupil/student who has been searched to assess the incident against any potential wider safeguarding concerns. Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

5.2 Responding to Concerns

“Never Do Nothing – Do the basic things well - It can happen here”

“If in doubt SHARE---this protects you, the school and the pupil”

The ERSCP document - 'Effective support for children, young people and families in the East Riding of Yorkshire: Guidance for all practitioners in working together to support families and safeguard children' – provides comprehensive information, advice and guidance on local procedures and should be used as a point of reference to support and inform decision making across safeguarding and child protection concerns.

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the DSL immediately.

Staff do not need 'proof' of abuse and should not 'investigate' concerns.

This information must be recorded on CPOMS

Any marks or injuries should be marked on body maps – also on CPOMS

Alerts should be sent to the relevant staff

Photographs must not be taken of any marks or injuries.

Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or disclosures as insignificant, as:

- they may provide a vital link to other information.
- keep such concerns to themselves.
- investigate or seek proof.
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.
- ask closed questions that lead a child into a particular answer but if they need to clarify aspects of a disclosure by or about a child use only 'TED' type questions (i.e. **T**ell me – **E**xplain - **D**escribe)
- delay recording or passing concerns to the DSL.

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. (See Section 16.3) and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff and how to progress communication and information sharing with parent / carer and partner agencies.

The DSL will acknowledge receipt of any concerns and provide an update progress.

5.3 Children suffering or at risk of suffering significant harm

If it is considered that a pupil has suffered or is at risk of significant harm the parent / carers will be made aware that the school will need to discuss the matter with the SAPH. Every effort should be made to communicate openly and honestly with parents and gain consent.

However, [this may not be the case](#), if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk
and/or
- There is a possibility that a crime may have been committed
and/or
- In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage
and /or
- Informing parents/ carers might place staff at risk
and/or
- When a delay in obtaining consent may put a child at risk, a contact to SaPH will be made before discussing the matter with parents or carers.

In any case this will be done as soon as possible after the information or concern emerges to ensure that the SaPH and in some cases the Police are able to respond within the school day.

After a telephone contact to the SaPH the DSL or other delegated member of staff will email a completed Request for Service Form (Appendix 14) - ideally immediately after initial telephone referral and at the latest within 24 hours to support informed decision making.

If the child is already 'Open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member at CST [and if necessary, the CSC Team Manager](#).

In the case of a child open to a 0-25 team Social Worker the school will contact her/ him. If open to a non-Social Work 0-25 worker, then the SaPH will be contacted.

In all cases records of discussions with the SaPH and other professionals will be recorded in the child's file.

5.4 Emergency Duty Team

The principal responsibility of the CEDT is to respond to out of hours contacts in relation to child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information onto an on-call social worker.

School will have the following information for the call:

- Name of the family and the child(ren) involved
- Age(s) of the child(ren)
- Address and telephone numbers
- Whereabouts of the child, if known

Prior to contacting CEDT, school will consider the following to aid decision making:

- How does the current situation impact on the child?
- How does the parent / carer and child feel about your concerns, request for support?
- What needs to change to make things better or safer for this child and family?
- Has the child suffered any harm and how do you know? If the child has an injury describe this.
- If yes, how often has this happened and what are the triggers?
- What is going well for this child and family?
- What has already been done to address any concerns and how has this helped?
- What resources / services are currently in place?
- What chronologies can you submit to support your referral?
- What would the family like to change?

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

All of the above will be fully recorded on the child's file and information shared on an 'as required' basis.

5.5 Case Conferences, Core Group, TAF & Strategy Meetings

Tickton Primary School recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

The Senior Leadership Team, Governing Body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, will work positively with partner agencies to promote the safety and well-being of pupils. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend support and attend all relevant meeting, including Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report templates after discussion with relevant staff involved with the child.

Reports will be discussed, if possible, with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and where possible and practical host such meetings. Where not possible, the SiET will offer this support.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis.

5.6 Children's Concerns

Tickton Primary School recognises that a child centered approach is an essential part of effective safeguarding practice and that listening to children and young people is central to safeguarding them against abuse and neglect. We will seek to develop resilience in the children and ensure that they are aware that they can seek help and support, how this can be accessed and that their concerns will be treated seriously.

All staff realise the difficulties children and young people may have in telling somebody they've been abused and recognise how important it is for staff to understand abuse and how to respond to concerns about it. Staff will also need to be able to determine how best to build trusted relationships with children and young people which facilitate communication.

Staff will maintain vigilance and awareness [and](#) professional curiosity, speaking to the DSL if they have concerns about a child. This extends to an understanding that children can be at risk of harm inside and outside their home, education setting, and online.

Children will be made aware of the opportunities available to them to seek advice and support within the formal and informal curriculum. (Appendix 6). This includes the teaching of the appropriate Relationship & Health Education (Primary) Relationship, curriculum from September 2020.

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential and they understand that their concerns will be treated seriously. The schools reporting mechanism is promoted via PSHCE/ RHE lessons and policies and the guidance from Part Five of KCSiE 2023 is followed.

Safe school procedures including Child Protection matters will be discussed by the School Council and through school surveys etc. to gather children's opinions about the support systems in place. In turn this will inform the ongoing development of support structures and safeguarding procedures

5.7 Feedback and escalating concerns about individual cases

When 'Requests for Service' are made, SaPH or EPHH will inform the school of the outcome and decisions made for the child. If the school does not receive written feedback on the decision reached by SaPH or EPHH within 24 (or sooner in urgent cases) or 48 hours respectively the school will contact the appropriate Hub to seek advice.

If the DSL disagrees with the advice or action made by SaPH, the EPHH or the CST and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the escalation policy, the ERSCP:

'Resolving Inter-Agency Disagreements Guidance and protocol, including escalation, for use by staff from all agencies' should be the point of reference.

Records of all such discussions and responses will be retained in the pupil's chronology.

The DSL will ensure that a record of all information is collected, and any subsequent decisions and action taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school referrer as soon as possible on a 'need to know' and 'case by case' basis. If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing, they should raise concerns with the DSL or Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent s/he can refer to SaPH, the allocated Social Worker or the LADO themselves.

5.8 Confidentiality

It is recognised that all matters relating to Child Protection are highly confidential and the DSL / DDSL will share that information on a '**need to know, what and when basis**'. In line with this, records will be stored securely with restricted access to only relevant staff. All staff are able to record incidents /disclosures on CPOMS, but access to the records is restricted to necessary staff. DSL/DDSL have access to all pupils' records.

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media including Social Networking sites.

Staff are also made aware that such breaches of confidentiality and data protection may result in disciplinary action as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and, under GDPR legislation, potential heavy fines.

Staff are aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate

All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

5.9 Information Sharing

In cases involving possible child abuse or neglect, the school has a duty, responsibility and the legal right to share information.

The DSL/headteacher will ensure that the sharing of information is in line with the UK Data Protection Act 2018 and UK GDPR and following principles as outlined in: 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018', the seven golden rules to sharing information:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and Human Rights Law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
7. A record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Tickton Primary School has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements. The local authority act as our DPO.

Due regard will be given to the relevant data protection principles, which allows the sharing and withholding of personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE 2023).

6. Record Keeping and Transferring / Retaining Records

It is essential to keep timely, detailed, accurate and accessible records in order to protect children effectively and all times Information Sharing guidance and GDPR (2018) will be followed.

All staff are made aware of the need to record and report concerns about a child or children within our school immediately to the DSL. If there is an immediate safeguarding concern, the member of staff will consult with the DSL before completing the form as reporting urgent concerns must always take priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL – always observing the principle “IF IN DOUBT, SHARE”.

All reports of concern and other entries on a child’s **CPOMS** Child Protection file must include a record of actions taken by the internal referrer or DSL and the outcome.

All records are stored electronically on the **CPOMS** site

The DSL is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the DDSL.

Child protection records will be kept confidential and stored securely, will be kept for individual children and will be maintained separately from all other records relating to the child.

Separate child or if appropriate, family CP files, e.g. passed on from other schools, are stored in a locked and secure location in **the admin office**. Only the DSLs, Headteacher and other appropriate Senior or Pastoral Staff have access to these files.

The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in-line with current information sharing guidance and GDPR (2018).

Only factual verified information is recorded as such. Information ‘reported’ by outside individuals is clearly indicated as such.

Parents may request to read their child’s file under Subject Access Request or GDPR. School will seek legal or safeguarding advice from the LA, **data.protection@eastriding.gov.uk**, if such a request is made in order to ensure that only appropriate information is disclosed depending on the circumstances and any ‘3rd party’ information that will need to be redacted.

The DSL will decide what information needs to be shared within school with whom and when on a case-by-case basis. Confidentiality is essential but staff working with children can only provide effective support and monitor concerns if they are made aware that there are concerns or at the least that individual children are being monitored.

Child Protection records are reviewed on a minimum of each term to check whether any action, advice or updating is needed.

All child protection records will be transferred in accordance with data protection legislation to the child’s subsequent School/College, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child’s main file, and a confirmation of receipt will be obtained

Records are sent or if possible, handed to the receiving school separately from other records and marked ‘Private & Confidential for the attention of the DSL’. If sending by post records will be

- (1) sealed in an envelope and marked as above and
- (2) sealed in an addressed envelope before sending by recorded delivery

Where records are transferred electronically via a commercial e system, the DSL will oversee the task and ensure that the effective transfer is completed and transfer protocols adhered to. Electronic transfer outside of such a system should involve password protecting documents and, sending this separately and where possible and ideally using a secure email.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

APPENDIX 2 – Responding to Concerns – Disclosures

- React calmly promise CONFIDENTIALITY not SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others

The use of '**TED**' questioning may be appropriate

Tell me what happened

Explain what you mean

Describe how it made you feel

Or other open-ended type questions e.g.

What happened?

Where were you?

When did this happen?

Who was there?

How did it make you feel?

If you have difficulty in understanding the child or parent's communication method, reassure them that you will find someone who can help.

- Tell the child or parent they have done the right thing by telling you.
- Avoid making comments or judgements about what is shared.
- Tell the child or parent what will happen next, and be honest.

Make a written note on a 'Record of Concern sheet': or equivalent – insert details

- What is said and Who is present
- What, if any, questions you asked and the responses
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality

If you see or are shown marks or injuries describe them and record on a body map (Appendix 4)

Pass the information to the DSL immediately

APPENDIX 6 – EXAMPLE OF ADVICE FOR CHILDREN

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This includes someone who may be frightening you on the internet or on your mobile

You should:

- Tell someone you trust, such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends.

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that, is a liar.
- Keep it a secret.
- Feel you have no one to turn to – people are there to help.

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

APPENDIX 7 - SAFEGUARDING CHILDREN; INFORMATION FOR VISITORS, SUPPLY STAFF AND VOLUNTEERS

Please amend to reflect setting specific arrangements

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record the full details of your concerns, including date, time, child's name, your name and a factual account of what was said or observed, and any observations or conversation heard, and report this as soon as possible the same day. Please give your information to Mrs Gregg or Mrs Buttler in the office who will contact DSL or DDSL.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury.
- Another person may express concerns.
- Something else raises concerns or worries.
- A pupil tells you something.

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy.
- Reassure the child that they have done the right thing.
- Listen but do not ask leading questions.
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

Designated Safeguarding Lead is

Deputy Designated Safeguarding Lead is

Designated Safeguarding Governor is

APPENDIX 8 – OFSTED DEFINITION OF SAFEGUARDING

Ofsted Definition of Safeguarding

Inspecting safeguarding in early years, education and skills (September 2022)

Safeguarding children and young people's welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment

Appendix 9 – Advice if there are concerns about the capacity of parent/carer collecting children

If the school has concerns that a parent, carer, or person authorised to collect a child appears to be:

- drunk
- under the influence of other drugs, whether prescription or not
- behaving in an irrational, aggressive or concerning way

which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child, there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child, it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re-assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient and calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the SaPH notified.

APPENDIX 10 – INFORMATION FOR PARENTS

At Tickton Primary School, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership (ERSCP) has laid down the procedures we follow, and the school has adopted a Child Protection Policy in-line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher who is the Designated Safeguarding Lead, your child's Class Teacher, or Mrs K Fisher, who is the Governor with responsibility for Child Protection

APPENDIX 12 – ‘PREVENT’ – SAFEGUARDING REFERRAL FORM

‘PREVENT’ – Safeguarding Referral Form

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from Radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk, and start to identify the correct response as required.

However if you feel the risk is high and time critical, you may wish to refer your concern immediately to your Prevent Lead.

Please Note:

This form is designed to be a start-point for referral sharing across all public sectors. Please check whether you already have a form or process in place. This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

1. Your Details

the person passing on the concern

NAME:

AGENCY/TEAM:

ROLE/JOB TITLE

EMAIL:

PHONE NUMBER:

DATE:

Details of individual BELIEVED TO BE AT RISK Complete where able and appropriate

FULL NAME:

D.O.B.

GENDER:

ETHNICITY

NATIONALITY:

FIRST LANGUAGE:

RELIGION:

OCCUPATION, OR NAME:
OF EDUCATIONAL ESTABLISHMENT

SOCIAL MEDIA NAME:

CONTACT DETAILS

NAME OF NEXT OF KIN:

NEXT OF KIN CONTACT:

3. PLEASE DESCRIBE YOUR RELATIONSHIP TO THE INDIVIDUAL

4. PLEASE SUMMARISE YOUR CONCERN(S)

**5. WHAT INSTANCE OR CIRCUMSTANCE HAS LED TO YOU
SHARING THIS CONCERN?**

**6. DOES THE INDIVIDUAL KNOW YOU ARE SHARING THIS
CONCERN?**

Please tick where applicable

YES

NO

7. WHAT IS THE TIME FRAME FROM CONCERN BEING RAISED TO COMPLETING THIS FORM? Please tick where applicable

Less than a week 1-2 weeks 2-4 weeks Over 1 month 3 months or more

8. PLEASE SELECT REASON(S) WHY YOU ARE SHARING THIS CONCERN please tick where applicable

applicable ✓

I want to speak to the individual(s) concerned and am logging my reasons for doing this

I want to check my concern with a colleague to see if it is justified

I want to refer my concern so a colleague can help check some context around it

I want to start safeguarding proceedings for this individual using internal resources

I'd like this concern to be immediately shared with partner agencies

Recommendation of a CP review.

9. PLEASE SELECT CONCERNING BEHAVIOURS YOU HAVE NOTICED Please tick where applicable

applicable ✓

ABUSE	USE OF INFLAMMATORY LANGUAGE online	FIXATED ON A TOPIC	SELF HARM	CONFRONTATIONAL	
CLOSED TO CHALLENGE	ABSENTEEISM	CHANGE IN APPEARANCE	LEGITIMISING USE OF VIOLENCE	DRUG USE	APPEARANCE/ USE OF SYMBOLISM
DESIRE TO TRAVEL TO CONFLICT	ALCOHOL USE	EXPRESSION OF EXTREMIST VIEWS	QUICK TO ANGER	HONOUR BASED VIOLENCE	SEEKING TO RECRUIT TO IDEOLOGY
BECOMING SOCIALLY ISOLATED	ANTI SOCIAL BEHAVIOUR	INTERNET USE	THEM AND US LANGUAGE		

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

10. PLEASE SELECT IF ANY OF THE FOLLOWING CIRCUMSTANCES ARE APPLICABLE

Please tick where applicable ✓

FAMILY BREAKDOWN	MENTAL HEALTH	UNEMPLOYMENT	LEARNING DISABILITY	FAMILY DISPUTE	PREVIOUS DOMESTIC ABUSE
SEXUAL ABUSE	FINANCIAL SUPPORT	ILLNESS	DISABILITY	HOMELESS	SOCIALLY EXCLUDED
ADOLSCENCE OR PERIOD OF TRANSITION	TRAUMA FROM CONFLICT	VICTIM OF CRIME	VICTIM OF HATE CRIME	LINKS TO CRIMINALITY	GANG/GROUP MEMBERSHIP
UNEXPLAINED TRAVEL	EXTREMIST MATERIAL	LOSS/ BEREAVEMENT			

PLEASE USE THIS SPACE TO ELABORATE ON ANY OF THE ABOVE OR DESCRIBE A BEHAVIOUR NOT LISTED:

11. DETAILS OF PERSON YOU ARE SHARING YOUR CONCERN WITH

NAME:

ROLE/JOB TITLE:

EMAIL:

PHONE NUMBER:

12. PLEASE USE THE SPACE BELOW TO LOG WHAT YOU WOULD LIKE TO SEE HAPPEN NEXT OR SUPPORT YOU REQUIRE

Once completed please send this form to following email addresses:

prevent@eastriding.gov.uk

prevent@humberside.pnn.police.uk

APPENDIX 13 – CHILD PROTECTION / SAFEGUARDING CHRONOLOGY SHEET

Download record/chronology from CPOMS

School														
CHILD PROTECTION / SAFEGUARDING CHRONOLOGY SHEET														
Name					D.O.B				Sheet No					
<p>RECORD - Log all concerns, relevant contact with parents/carers, discussions with staff details of Social Care etc, information shared with whom and why, dates of Case Conferences & Core Groups etc. Cross reference to 'Record of Concern' sheets. Retain with this sheet: all minutes, 'Records of Concern', Body maps and other information including that from previous schools.</p>					<p>ACTION Note all subsequent actions taken.</p>									
Date									Initial / Staff Code					
Date	Child Protection / Safeguarding Chronology Sheet Continuation Sheet				ACTION				Sheet No:					

APPENDIX 14 – REQUEST FOR SERVICE



Request for Service

Requests for **Early Help** or **Safeguarding Services** should be made using this inter-agency request for service form. The form is in line with the requirements of Working Together to Safeguard Children and local procedures.

Before completing this form please refer to the East Riding Safeguarding Children Partnership Threshold Guidance and (if available) seek advice from your organisational safeguarding lead or safeguarding professional.

*However If you are concerned a child has suffered or is likely to suffer significant harm and is at immediate risk call the **Children's Safeguarding Hub** on (01482) 395500 or ring **999** (asking for the Police). In these circumstances please complete this form to confirm your referral **within 24 hours**.*

CONSULTATION OFFER

If you are considering a request for additional needs you are welcome to contact an Early Help practitioner on 01482 391700 to discuss prior to making the request.

If you are requesting intensive, targeted or specialist support please consider contacting the Safeguarding Hub for a consultation with a Social Worker before completing.

Section A – Referrer's Details					
Date of referral:		Time of referral:		<input type="checkbox"/> Referral is a follow up to a telephone call	<input checked="" type="checkbox"/> This is a new referral
Name of referrer:				Role / relationship to child:	
Organisation:				Address of referrer:	
Contact number				Postcode:	
				E-mail:	

Section B – Consent to make a request for service

Consent should always be sought from an adult with parental responsibility for the child / young person (Or from the child themselves if they are competent) before passing information about them to either Children's Safeguarding or Early Help community Hub. If a practitioner believes a child is at risk of significant harm, they have a duty to make a referral. These referrals do not require consent, but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence

Have you obtained consent to make the request for service?

No

Yes Date obtained:

If yes, what is the parent / carer and child's view of the referral:

If no, explain the immediate risk of significant harm that has prevented you from obtaining consent:

Section D: The Child's Details

Surname:		First name(s):	
D.O.B or expected date of delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Trans-gender <input type="checkbox"/> Prefers not to say

School / early years setting		GP surgery and NHS number:		
Name of person with parental responsibility				
Child's home address:		Postcode:		
		Telephone:		
Current address (if different from above):		Postcode:		
		Telephone:		
Child's ethnicity:				
White <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background	Black or Black British <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background	Mixed <input type="checkbox"/> White and black Caribbean <input type="checkbox"/> White and black African <input type="checkbox"/> Any other mixed background	Asian or Asian British <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background	Other Ethnic Groups <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic Group <input type="checkbox"/> NOT KNOWN

Child's first language or preferred means of communication:		Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:
Child's religion	<input type="checkbox"/> Buddhist <input type="checkbox"/> C of E / Anglican <input type="checkbox"/> Eastern religion <input type="checkbox"/> Hindu <input type="checkbox"/> Jehovah's witness <input type="checkbox"/> Jewish <input type="checkbox"/> Methodist <input type="checkbox"/> Mormon <input type="checkbox"/> Muslim <input type="checkbox"/> Not known <input type="checkbox"/> No religion <input type="checkbox"/> Other <input type="checkbox"/> Other Protestant <input type="checkbox"/> Pentecostal <input type="checkbox"/> Christian <input type="checkbox"/> Roman Catholic	Has an Early Help Assessment (EHA) been completed?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:

<p>Does the child have a Special Educational Need or Disability?</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes <i>Details:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Autistic spectrum disorder <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Moderate learning difficulty <input type="checkbox"/> Multi-sensory impairment <input type="checkbox"/> Other difficulty / disability <input type="checkbox"/> Physical disability <input type="checkbox"/> Profound and multiple learning difficulty <input type="checkbox"/> Severe learning difficulty <input type="checkbox"/> Social, emotional or mental health <input type="checkbox"/> Specific learning difficulty <input type="checkbox"/> Speech, language and communication <input type="checkbox"/> Visual impairment 	<p>Does the child have an Education Health and Care Plan?</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not known</p>
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Section C – Why are you making this request today?

(e.g has something happened, have your concerns increased?)

Has the child suffered or likely to suffer significant harm? Yes / No

If yes please contact the safeguarding hub immediately and before completing this form.

Is this child at risk of exploitation Yes / No

**Is this child at risk of radicalisation
Yes / No**

Section E – Residing Household Details

If you are also referring a sibling of the child in Section A who is under the age of 18 years, please list them in this section and indicate that you are also referring them. Please also list the names and details of all children (under 18) and adults who are currently residing in the home.

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Also referring
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes
						<input type="checkbox"/> Yes

Section F – Non-Residing Family Details

Please also list the names and details of all children (under 18) and adults who are family members that do not reside in the home (i.e. separated parents, half-siblings).

Surname	First name	DOB	Age	Relationship to the child in section A	First language or preferred means of communication	Address and contact details	Also referring
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes
							<input type="checkbox"/> Yes

Section G -Details of your /concerns, request for support

On a scale of 0 – 10, **how safe is the child right now?**

(0 = so worried the child is certain to get harmed or harmed again. 10 = not worried, the child is safe)

Scaling:

Please describe the reason for your scaling

How does the current situation impact on the child?

How does the parent/carer and child feel about your concerns, and request for support?

What needs to change to make things better or safer for this child and family?

Has the child suffered any harm and how do you know

If yes, how often has this happened and what are the triggers?

Section H – What is working?

What is going well for this child and family?

What has already been done to address any concerns and how has this helped?

What resources / services are currently in place?

What additional assessments or chronologies can you submit to support your referral?

Section I – What needs to Change?

What would the family like to change?

What change do you think needs to happen?

Section J – Services Already Working with the Family

Role	Full Name	Telephone	Email Address	Address and Postcode

If the child is at urgent and significant risk of serious harm the Safeguarding Hub should be contacted by telephone and followed up in writing within 24 hours.

This form should be sent to one of the following Hubs dependent upon identified need

Safeguarding Children Hub

safeguardingchildrenshub@eastriding.gov.uk

Early Help and Prevention Hub

ehphub@eastriding.gov.uk