



# HERON HILL PRIMARY SCHOOL

## CHILD PROTECTION POLICY

### 2023/2024

| <i>At the time of publishing the following roles were held:</i>         |  |
|---|--|
| Designated Safeguarding Lead  | Trish Merritt                                  |
| Deputy Designated Safeguarding Lead(s)                                  | Michelle Wilkinson, Naomi Jones, Hannah Little |
| Designated Teacher for looked-after or previously looked-after children | Naomi Jones                                    |
| Pastoral Learning Mentor  | Hannah Little                                  |
| Governor with Safeguarding responsibility                               | Kathryn Ritchie                                |

| Approved by <sup>1</sup>   |                    |
|----------------------------|--------------------|
| Name:                      | Kathryn Ritchie    |
| Position:                  | Chair of Governors |
| Signed:                    |                    |
| Date:                      | 10 November 2023   |
| Review date <sup>2</sup> : | Sept 2024          |

<sup>1</sup>This document requires approval from either the Governing Body or Proprietor

<sup>2</sup>This document must be reviewed annually

***This page is intentionally blank for printing purposes***

## Contents

|   |          |
|---|----------|
| <b>POLICY STATEMENT</b>                     | <b>1</b> |
| 1. Definitions .....                        | 1        |
| 2. Introduction.....                        | 1        |
| 3. Ethos .....                              | 1        |
| 4. Aims .....                               | 3        |
| 5. Entitlement.....                         | 4        |
| 6. Implementation .....                     | 4        |
| 7. Child protection during emergencies..... | 5        |
| 8. Review.....                              | 5        |

## POLICY STATEMENT

### 1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

We use the term 'victim' to describe a child who has been affected by some type of abuse. However, we recognise that not everyone who has been subjected to abuse considers themselves a 'victim' or would want to be described in this way and as such, we will use any term with which the individual child is most comfortable.

We use the term 'alleged perpetrator(s)' and 'perpetrator(s)' throughout the Policy and procedures but staff and others will be mindful about this terminology, especially when speaking in front of children not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. Language and terminology will be determined as appropriate on a case-by-case basis.

Child on child abuse may also be referred to as peer on peer abuse or child on child sexual violence and sexual harassment and should be taken to mean child on child abuse of any description.

### 2. Introduction

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

**Child protection is a part of safeguarding** and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

The DfE statutory guidance '[Keeping Children Safe in Education](#)' is our first point of reference for child protection and child welfare issues in the school. The guidance has been issued to, read and is followed by:

- members of the governing body;
- the school/senior leadership team.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. This Child Protection Policy and procedures must be read in conjunction with other school Policies and procedures (See Section 6 below). A record of confirmations that staff have read the Policy will be kept and will be accessible to the Designated Safeguarding Lead and their deputies.

### 3. Ethos

At Heron Hill Primary School (hereinafter referred to as 'the school') the health, safety and wellbeing of all our children is of paramount importance to all the adults who work or volunteer here. All our children have the right to protection, regardless of age, disability, gender reassignment, race, religious belief, ethnicity or

sexual orientation/identity. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training and recreation);
- Make a positive contribution to the school community and general society;
- Achieve social and economic well-being.

The School regards Child Protection as an essential task of all its staff, governors and visitors/volunteers who come into school. We are committed to protecting and safeguarding pupils in school.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, visiting adults, governors etc. or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and, where appropriate, dealt with. Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency (TRA) for their consideration. Misconduct by other staff will be dealt with under normal school disciplinary procedures.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and, where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils.

The use of circle time and assembly time help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours. We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children. The PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, Relationships Education, RSE and Health Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe. Reference will be made to the DfE statutory guidance [relationships education relationships and sex education \(RSE\) and health education](#).

The School recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard and where they feel safe, secure and respected.

We are aware that young people may be susceptible to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

Where a pupil is placed with an alternative provision provider, we recognise that as the host school, we remain responsible for the safeguarding of that pupil and will work closely with the alternative provision provider to ensure the needs of the pupil are appropriately met. See Section 14 of procedures below.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the

Education Act 2002 (Maintained Schools) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

#### 4. Aims

There are three main aims to our Child Protection Policy:

- Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for pupils and school staff and for children who may have been or are being abused, exploited or neglected.

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity';
- ensuring that members of the Governing Body have read, understood and follow the DfE statutory guidance '[Keeping Children Safe in Education](#)';
- ensuring all staff and regular volunteers who work directly with children are aware of, understand and follow the DfE statutory guidance '[Keeping Children Safe in Education](#)', and in particular Part one and Annex B. Those staff who do not work directly with children are aware of and understand either Part one or Annex A (a condensed version of Part one) of '[Keeping Children Safe in Education](#)'. It is for the Governing Body, working with the School Leadership Team (SLT) and DSL, to decide which staff/volunteers should be provided with the relevant literature appropriate to their role;
- identifying long-term supply staff and ensuring they have the appropriate induction;
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole School Behaviour Policy and procedures for details);
- raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as outlined in Part one (or Annex A, where appropriate) of KCSiE;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems;
- ensuring that staff have the skills, knowledge and understanding necessary to support 'looked-after and previously looked-after children' and to keep them safe. Reference will be made to the NICE guidance document '[Looked-after children and young people](#)';
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records, which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and pupils' physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met; (**EYFS ONLY** – in relation to ratios for the Early Years and Foundation Stage, we follow the statutory guidance in the DfE revised [Statutory Framework for the Early Years Foundation Stage](#));
- maintaining robust records, Policies and procedures.

## 5. Entitlement

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Each child in our school, regardless of their background or home circumstances could be the victim of abuse, whether it is by a parent, an adult known to them, another child or peer or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

We have and implement Equality Objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as 'carers' and looked-after children. This policy takes account of the whole school community but specifically children. It describes how the individual needs of all children will be met (including how those children who are disabled, have special educational needs or other health conditions will be included, valued and supported, and how reasonable adjustments will be made for them). The Special Educational Needs Co-ordinator will oversee the arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

## 6. Implementation

This Policy and supporting procedures apply to all who come into contact with children in the School, including: teachers, supply staff, learning support staff, teaching assistants, midday supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors and other external providers who use the school premises for the purposes of running activities for children.

This Policy should be read in conjunction with other related school Policies and procedures and any current pandemic related advice affecting the safety and welfare of children including:

- Inclusion and Special educational needs Policy May 2023
- Health and Safety Policy and procedures (adopt Westmorland and Furness policy draft it *includes First Aid and Accident procedures*)
- Online Safety Policy and procedures *Kim Allen Policy draft to HHS Aug 2023*
- Whole School Behaviour Policy and procedures for preventing and dealing with bullying (*including cyber-bullying, prejudice-based and discriminatory bullying and the potential for radicalisation*) and racism, drug misuse, positive handling, support and physical intervention etc. *Updated behaviour Policy for 2023 to be agreed by SLT/staff and governors.*
- Code of Conduct for Staff and Other Adults Signed by all staff 3.9.23
- Code of Conduct for adults visiting or working on a school site (leaflet) *to be created autumn 2023 with help of Kim Allen and specific training for volunteers.*
- Relationships and Health Education Policy (to be reviewed summer 24)
- Safer Recruitment, Selection and Pre-Employment Vetting Policy AND *PROCEDURES check list adopted from September 2023*
- School Single Central Record (restricted access)
- Equality Objectives which includes accessibility
- Data Protection Privacy Notice
- Special Educational Needs Policy/Information Report which includes Supporting Pupils with Medical Conditions and procedures May 2023
- Emergency Plan(s) (including Lockdown procedures) completed summer 2023
- Risk Assessments (incl. Fire Safety) reviewed summer 2023
- Premises Management including security measures (formal inspections and Buildings Register)
- School hire arrangements.

and DfE, Ofsted and Cumbria Safeguarding Children Partnership (SCP) guidance as outlined in '[Referenced statutory and non-statutory guidance](#)' below.

## 7. Child protection during emergencies

During periods of uncertainty such as emergencies including local or large scale public health incidents, it is particularly important to safeguarding children who may be at an increased risk of abuse, harm and exploitation from a range of sources. The procedures which follow this Policy statement will be adhered to at all times, but we recognise that amendments or additions may be required in order to support those directly affected by an emergency. All children are vulnerable, but some may be especially so during periods where they or their households are excluded from school or work. It is equally important to safeguard families, with parents facing significant pressures to continue to protect and promote the welfare of their children. These parents may already be struggling and so with additional pressure the likelihood of harm or significant harm may increase. In all known or emerging child protection cases, staff (particularly those with safeguarding responsibilities) will be mindful of the affects an emergency situation may have on families and children.

Additional issues which may need consideration or action include:

**Poverty** - where families are unable to meet the basic needs of children, this can, in some cases, lead to an increased likelihood of abuse, neglect and harm.

**Reduced access to support networks** – resulting in children who are abused and harmed being unseen and unheard.

**Accommodation** - Vulnerable children and families can often face challenges with their accommodation. They may have temporary accommodation or a lack of space which is exacerbated by the fact that the whole family may be excluded from school or work, unable to leave the family home for exercise and social contact, which can lead to an increase in abuse and neglect

**Domestic abuse** – A large scale public health incident or similar situation can disrupt routines and behaviours, both positively and negatively and it is important to be aware of how the tension can escalate to violence and abusive behaviours between families, parents and children.

**Substance abuse** - Unhealthy coping mechanisms can involve a reliance on substances that provide relief and escapism by adults and children alike. Substances alter the behaviour of parents and create a lack of safety for children and young people. It is important to understand how families manage the stresses faced during an emergency or large scale public health incident - with associated worries around employment, finances and health.

**Neglect** – Self or household isolation can place children at a greater risk of neglect. This is compounded by the increased economic challenges and poverty that families may be facing, and by the increased exposure of children to neglectful environments.

**Children with additional needs** - Children and young people with additional needs and disabilities are more likely to be abused or neglected than non-disabled children, and less likely to disclose harm due to communication and other difficulties. With localised public health incidents that affect the opening of schools or require exclusion, families may find increased time at home and additional caring responsibilities, a strain.

We will consider how to seek the voice of the child during these times, and whether online or telephone contact is enough to ensure their wellbeing and safety. This is especially important where communication difficulties make these means less effective.

**Remote education** – during periods where remote education is required, our communications with parents will be used to reinforce the importance of children being safe online and we will provide details of the systems we use in school to filter and monitor online use. We will be clear on what their children are being asked to do online, including the sites they will be asked to access and who from the school their child is going to be interacting with.

## 8. Review

This Policy will be reviewed annually and more often should legislation or statutory guidance change and to keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt from Serious Case Reviews both locally and nationally.