

A decorative graphic on the right side of the page consists of three blue circles of varying sizes and two thin blue lines. One line starts from the top left and passes through the top-left edge of the largest circle. Another line starts from the top left and passes through the top-left edge of the medium-sized circle. A third line starts from the top right and passes through the top-right edge of the largest circle. The circles are arranged vertically, with the largest at the top, a medium one in the middle, and another large one at the bottom right.

Rudyard Kipling Primary School

Child Protection and
Safeguarding Policy with
COVID-19 Appendix

January 2021- April 2021

Rudyard Kipling Primary School and Nursery Child Protection Policy

‘Together we will help each other to achieve our best’

Guiding Principles

At Rudyard Kipling Primary School we strive to be a place where pupils, staff, helpers, families and other visitors will be made welcome and comfortable and where we will treat each other with respect.

We believe that all children and young people have the right to protection from neglect and abuse and that their welfare is of paramount importance. Rudyard Kipling Primary is a place where learning and personal development takes place in a climate of trust where we value everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All staff and volunteers working in the school have a duty to ensure that children are safe and protected. We all have a duty to ensure that if there are any concerns relating to the welfare or safety of a child Children's Services are informed.

We will always try to work in partnership with families, but in any conflict between the needs of the child or young person and those of parents/carers or professionals, the needs of the young person must come first.

We are committed to safe recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training through the staff induction programme and within continuing professional development opportunities.

Context and Legal Framework

The Children's Act 1989 requires all Local Authorities and schools to:

- Take action to safeguard and promote the welfare of any child who is suffering or likely to suffer 'significant harm'
- Safeguard and promote the welfare of any child who is 'in need'

There are two parts to safeguarding:

- A duty to protect children from maltreatment or harm
- A duty to prevent impairment to a child's health or development

Promoting welfare means:

- Creating opportunities to enable children to have optimum life chances

Significant Harm

The concept of Significant Harm introduced by the Children Act 1989 is the threshold by which compulsory intervention by Children's Services may take place:

Harm means ill treatment or the impairment of health or development;

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Development means physical, intellectual, emotional, social or behavioural development;

Health means physical or mental health; and ill treatment includes sexual abuse and forms of ill treatment which are not physical.

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Under section 10 of the Children Act 2004, all maintained schools are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are required to have “due regard to the need to prevent people from being drawn into terrorism”.

Under section 14B of the Children Act 2004, as amended by the Children & Social Work Act 2017, the Local Safeguarding Children Board or the Local Safeguarding Partners can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

Designated members of staff

Rudyard Kipling Primary School’s Designated Safeguarding Lead (DSL) and Designated Teacher for children in care is the school SENCo and member of the Senior Leadership Team, Helen Nazarko, The Child Welfare Officer, Tara Bryant is the Deputy Designated Safeguarding Lead.

Helen Nazarko, Tara Bryant and the Headteacher attend the Designated Safeguarding Lead training and are responsible for all safeguarding concerns reported.

Helen Nazarko and Tara Bryant will make any necessary contact with Children’s Services or the police and make sure that the school follows the appropriate procedures and contributes fully to the child protection process. Helen Nazarko will also hold responsibility for keeping up-to-date records for all staff Safeguarding and Child Protection training.

The designated Safeguarding Governor is David Troubridge and the Designated Person, Deputy Designated Persons and the Safeguarding Officer meet termly to monitor and review Safeguarding procedures.

The categories of abuse

All Child Protection training will always include 4 categories of abuse which are as follows:

Physical Abuse: non-accidental injuries, bruising, wounding burns, fractures
-indicators include:

- obvious signs of injury;

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- injuries which are unusual or unexplained; and
- injuries, which while explained are frequent.

Neglect: the chronic inattention to basic needs - indicators include:

- dirty, unkempt appearance;
- developmental delay;
- low self esteem; and
- hunger.

Sexual abuse: the involvement of children or young people in sexual activity, this includes the abuse of a position of trust by an adult with professional responsibility to a child - indicators include:

- physical difficulties such as wetting or soiling;
- extreme variations in behaviour;
- sexualised language, behaviour of play; and
- indirect disclosure through play, drawing or written work.

Emotional Abuse or neglect: persistent emotional ill treatment such as the extreme denial of love, affection or approval - indicators include:

- low self esteem, unhappiness, fear, distress or anxiety;
- attention seeking behaviours; and •emotional developmental delay.

All staff at Rudyard Kipling Primary will be trained to recognise and respond to the categories and potential indicators of abuse.

Action to be taken

Sometimes concerns that a child or young person is suffering or is likely to be suffering some form of abuse will build up slowly over time, and some will be as a response to an isolated incident, such as a child presenting with an injury or mark, or making a disclosure. All concerns are to be logged or recorded and should be referred to the DSL, Helen Nazarko and deputy DSL, Tara Bryant who will provide support and guidance and if appropriate will make a referral to Children’s Services and if necessary, the police.

All safeguarding concerns are logged onto CPOMS, our secure web based programme which can only be accessed by school staff. Inclusion staff, the Headteacher and Deputy Head, have a Merilock key providing a higher level of access to recorded information. All concerns are logged and alerts are sent to the Inclusion Team (SENCo and Child Welfare Officer) and SLT (Head and Deputy Head). If the concern is of a very high level and/or involves a physical mark or injury the staff member must verbally tell the Inclusion team immediately.

Disclosures

Sometimes children and young people who are suffering abuse choose a trusted adult to tell.

If a child discloses abuse in school, the person hearing the disclosure should:

- listen, allowing the child to recall freely;
- reassure the child that they are believed;
- make notes as soon as possible recording as accurately as possible the words used by the child;

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- but be clear with the child that the information will have to be passed on and that there are people who will be able to help;
- DO NOT ASK THE CHILD QUESTIONS**; this is the role of specially trained social workers and police officers. Others posing questions to the child could contaminate potential evidence of a crime.
- refer to the DSL or DDSL, Helen Nazarko or Tara Bryant, who will contact Front Door for Families (FDFF) and the police if necessary.

Record keeping

All safeguarding concerns are logged on CPOMS and include:

- The reason for the concern;
- What was said or witnessed and details of any other persons present;
- Dates and times of incidents and when the notes were made;
- Date, time and outcome of any discussion with the parent or carer; and
- Date, time and outcome of any discussion with the Headteacher, Children’s Services staff or other relevant professionals consulted.

These records form evidence and may be used in child protection referrals and any subsequent investigations or legal proceedings.

Any formal records of child protection groups or meetings will be held by the Inclusion team and they will take responsibility for the appropriate storage of these records.

When children move to a new school, safeguarding files are saved within an electronic archive folder before being sent to the new school. Information may be shared verbally before the child’s start but paper and electronic files are sent once the child is on role and started at the new school.

If a child leaves to move abroad or to be home-schooled the files are sent to be stored by the Local Authority.

Confidentiality and Consent

We recognise that all matters relating to child protection are confidential.

The Headteacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children’s welfare.

In the event of a safeguarding concern being referred to Front Door for Families, the DSL or Deputy DSL will seek parental consent where deemed safe and appropriate.

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Information sharing and GDPR

Information sharing and collaborative working in partnership with other agencies and organisations is vital in keeping children safe.

'School and college staff should 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, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care (Keeping Children Safe in Education, September 2020).'

The DSL and DDSL works with social care, policy, health and other professionals to support children at risk of harm. The DSL and DDSL attend all meetings for these children including Child Protection Conferences, core groups and network meetings.

The Data Protection Act 2018 and 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. (Keeping Children Safe in Education September 2020).

Operation Encompass

Operation Encompass operates in the majority of police forces helping schools and police work together to help keep children safe and looked after. If police are called to a domestic incident where children live in the household, they write an Operation Encompass report and send this to the DSL. The DSL is then able to share this information with key adults for that child (such as their class teacher) providing them with up-to-date information about the child, thus enabling them to support them accordingly.

Training

The DSL, DDSL, Head and Deputy Head all attend Safeguarding training for DSLs every two years.

All members of staff will receive safeguarding training as part of their induction.

The governors have a lead member for safeguarding, David Troubridge. The Safeguarding Governor will undertake training, and will monitor the safeguarding staff training.

The DSL facilitates whole school training in September and keeps a register for all staff who complete the training. Further records are kept of training for new staff throughout the year. As part of the training, reference is made to 'Keeping Safe in Education', DfE September 2016, and all staff sign a register to confirm they have read the document.

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All volunteers and short term or supply staff will be informed of their responsibility to safeguard children and the name of the designated person in their induction pack.

Keeping Children Safe in Education

Keeping Children Safe in Education (DfE, September 2020, updated January 2021 post EU Exit).

This document was shared with staff and provides the body of the annual safeguarding training. All staff have read Part 1, and documented that they have done so, this record is kept with the School Central Record (SCR).

Part 1 includes:

Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

The role of school and college staff

What school and college staff need to know

What school and college staff should look out for

Abuse and neglect

Indicators of abuse and neglect

Safeguarding issues

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Peer on peer abuse

Serious violence

Female Genital Mutilation

Mental Health

What school and college staff should do if they have concerns about a child

Early Help

Statutory assessments

Children in Need

Children suffering or likely to suffer significant harm

What will the local authority do?

Record keeping

Why is all of this important?

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

What school or college staff should do if they have concerns about safeguarding practices within the school or college

Actions where there are concerns about a child.

The DSL, DDSL and Headteacher have read the full document.

So called ‘honour-based’ abuse (HBA) including Female Genital Mutilation (FGM)

HBA encompasses incidents or crimes which have been committed to protect or defend the honour of a family or community, including FGM.

Under the Female Genital Mutilation Act 2003 teachers have a mandatory duty to report to the police where they discover (either through disclosure by

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the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. All concerns of any form of HBA will be considered as abuse and reported to Front Door for Families and the police.

Preventing Radicalisation

Under the Counter-Terrorism and Security Act 2015 schools have a duty to have *‘due regard to the need to prevent people from being drawn into terrorism’*. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology and to refer these children/families for support/intervention as necessary.

All staff have completed online Prevent training and as part of the statutory safeguarding training all staff are aware of the safeguarding procedures to follow should they have any concerns for a child’s safety.

‘Channel’ is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

Online Safety

The use of technology has become a significant component of many safeguarding issues, (Keeping Children Safe in Education, September 2020).

The risks can be categorised as follows:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The Computing curriculum includes online safety sessions for every year group. Children identified as at risk of being unsafe online receive additional support from the Inclusion Team and in some cases are referred to Safety Net and/or Front Door for Families.

Filters and monitoring systems within the school are robust and comply with Brighton and Hove guidance.

Parent sessions led by school staff and the Brighton and Hove Schools ICT team are also organised on a regular basis to support families to keep

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children safe on modern technologies and online. Inclusion staff liaise with the police and Child Exploitation and Online Protection (CEOP) teams when necessary.

Allegations against staff

Inappropriate behaviour towards children and staff will be dealt with quickly, fairly and sensitively.

In the event that an allegation of abuse is made against a member of staff or other adult in school, the Headteacher will seek advice from Darrell Clews, the Local Authority Designated Officer for Child Protection (LADO) and will agree the procedure to be followed. If the Headteacher is accused then the Chair of Governors will initially deal with the complaint by seeking advice and support from the LADO.

Any staff disclosing information regarding inappropriate behaviour by colleagues will be listened to and supported.

Parents of a child allegedly abused by a member of staff or other adult in the school will be kept informed of the progress and outcome of any investigation. Any member of staff facing investigation into an allegation of abuse will be subject to the procedures laid down by the joint Department for Education / National Employers Organisation for School Teachers (DfE/NEOST) guidance and will be offered appropriate access to professional and personal support networks, and, will be kept informed of the progress and outcome of any investigation.

Allegations of abuse made against other children

Staff recognise that children are capable of abusing their peers. At Rudyard Kipling we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults and other children and know that the school staff are safe adults who they can talk to. Protective Behaviours is embedded in our practise and provides a safe and nurturing environment for all children. We recognise that some pupils will sometimes negatively affect the learning and well-being of others and their behaviour will be dealt with under the schools Behaviour Policy.

Peer on peer abuse may include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);

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- initiation/hazing type violence and rituals.

Links to other policies

We will develop and evaluate all school policies with a view to safeguarding and promoting the welfare of all our pupils. We will take account of the principles outlined in this policy and ensure that all other policies and procedures support the protection of children from harm or neglect, in particular through:

- Safer Recruitment policy - to ensure suitable staff are appointed;
- Anti bullying policy – contained within the Behaviour Policy, to ensure physical and emotional security for all our Pupils and staff;
- Attendance policy - to ensure absence is followed up quickly and vulnerable children are supported appropriately;
- Behaviour policy - to ensure that appropriate rules and boundaries are in place and to be clear about the sanctions which apply;
- SEN policy - to ensure that children are supported and empowered to learn and able to thrive; and
- Teaching and Learning policy: to assist children in understanding what is and is not acceptable behaviour towards them and staying safe.

- Safeguarding and Child Protection Audit - annually

We will ensure that throughout our other policies we are positively safeguarding and promoting the welfare of children and contributing to the child protection process appropriately in all areas of our practice.

Safer Recruitment

Rudyard Kipling Primary School has robust recruitment and vetting procedures to help prevent unsuitable people from working with children, which are in line with those stipulated within *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020*

Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members, including volunteers, who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020*.

School governors are required to have an enhanced DBS check completed.

At least one member on every short listing and interview panel will have completed safer recruitment training.

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All staff, including supply staff, on site contractors, support services and volunteers working in the school will be given induction information regarding this policy and will fulfill ISA requirements.

School Central Record

The School Business Manager, James Lewin, manages the School Central Record (SCR) which is a robust and thorough spreadsheet recording all employers information including their identity checks, DBS, qualifications, Section 128 check, their right to work in the UK, childcare disqualification checks, health declaration, references and dated most recent safeguarding training. This is shared termly with the Safeguarding Governor, David Troubridge, DSL and Headteacher.

Site maintenance and security

We will ensure that during the progress of any building or other on site works, contractors will be issued with relevant child protection information. This will include our expectation of their conduct whilst on site.

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Key Contacts

Role	Name	Contact
Designated Safeguarding Lead	Helen Nazarko	01273 303328 ext 2
Deputy Designated Safeguarding Lead	Tara Bryant	
Nominated governor for child protection	David Troubridge	***
Chair of governors	Margaret Burdsey	***

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Local Authority Designated Officer (LADO)	Darrel Clews	01273295643
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Linked Policies

- Behaviour Policy
- Children Missing from Education Procedures
- Complaints procedure
- Equalities Policy
- PSHE Policy
- Special Educational Needs and Disabilities Policy
- Staff Handbook
- Whistleblowing Policy

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Appendix 1 COVID-19

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners and Brighton and Hove local authority.

It sets out changes to our normal child protection policy in light of the Department for Education’s guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection and safeguarding policy continues to apply.

The Department for Education’s (DfE’s) definition of ‘vulnerable children’ includes those who:

Have a social worker

With a child protection plan

Assessed as being a Child in need (CiN)

Looked after by the local authority

Have an Education, Health and Care (EHC) plan.

Current School Position

The school is open for Emergency Provision for children considered vulnerable and those with parents who are critical workers. Each year group bubble has up to fifteen pupils with one year group teacher teaching this group whilst the other teaches the online provision from home. The teachers then swap roles each week.

There is at least one member of support staff working within each bubble, some support staff are shielding or working from home.

The Head, Deputy, SENCO and DSL are working on the school site daily.

We are not accepting other visitors or staff onsite, unless they are contractors for essential safeguarding repairs or necessary in supporting vulnerable children with their special educational needs or social work support. These visits are managed by the SENCO and kept to a minimum. Most work with outside agencies is completed remotely.

We have risk assessments in place to ensure the safety of our community. We have individual risk assessments for pupils who have an EHCP.

Children are prompted for regular handwashing and provided with two metre distance between peers when seated. They are regularly reminded about social distancing.

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Roles and Responsibilities

DSLs/ DDSLs/SLT

HT/DHT lead staff meetings and write weekly Staff Newsletters including information about the risk assessment and Covid secure measures that are in place.

The DSL and DDSL make contact with families open to social care, those with an EHCP, those considered to be vulnerable during the lockdown and those teachers cannot get hold of on a fortnightly basis.

DSL and DDSLs will liaise with social workers and attend virtual meetings for families.

All communication with other professionals such as social workers, virtual meetings and conference calls to be recorded on CPOMS as per normal procedure.

HT, DSL and DDSL will monitor the attendance and access to learning (in school or remote) of all pupils and provide guidance to teaching and support staff on how to engage families.

SLT and DSL will organise food vouchers, food parcels and other support for the families in receipt of free school meals during the school closure.

SLT will signpost for mental health and wellbeing support and team leaders will be the first point of call for concerned members of staff.

SLT and DSL to provide supporting activities for promoting positive mental health and looking after children's wellbeing.

DSL to provide Bubble Time for children who request it via 1:1 Zoom sessions.

SLT have provided laptops and support to access online provision for families without the necessary technology.

DSLs will ensure that this policy is upheld.

Class Teachers

Call the children who are in their class not currently attending school every week.

Will set their class a range of activities for their class every week via Google Classroom.

Will regularly check their emails and are expected to read all updates received from the HT or DHT.

Staff may work flexibly to complete the tasks set, as we understand there may be other commitments e.g. childcare.

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Will continue to contribute to reports for social service and other multi agency meetings.

Any concerns raised by phone calls, comments on Google Classroom, or lack of engagement through online teaching will be responded to with a listening ear, empathy and then reported on CPOMs following usual safeguarding procedures.

Other Staff

Staff may work flexibly to complete the tasks set, as we understand there may be other commitments e.g. childcare.

HT will email all staff weekly updates with the expectation all staff read these and keep up-to-date.

All safeguarding concerns to be logged on CPOMS as per normal safeguarding procedures.

Governors

Governors will include the following items on their agenda for their meetings during this time, to ensure the provision for vulnerable children is monitored.

They will follow their agreed guidelines to monitor the following:

1. Safeguarding
2. Health and Safety
3. Head Teacher and Staff Wellbeing.

Children attending other settings

There are no plans for school closure or to use a 'hub' system, however if this were to be the case the DSL/SLT would organise the move to another school site for each individual child and liaise with their families and any professionals involved.

School staff

There are no plans to use staff from other settings.

Document Title	Date	Status	Link
Front Door for Families		<p>Contact Front Door for Families online (make a referral)</p> <p>Family Services Directory and Family Information Service (find services and childcare to support a family you work with)</p> <p>Early Help forms</p>	https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/information-professionals-who-work-families
Brighton & Hove Local Safeguarding Children Board		The Brighton & Hove LSCB brings together local agencies that have a shared responsibility for promoting well-being and keeping children in Brighton & Hove safe. It agrees how these different agencies and professional groups should co-operate to safeguard children and has a role in making sure that arrangements work effectively to bring about good outcomes for children.	http://www.brightonandhove.lscb.org.uk/
		This part of the website applies to you if you are a 'Professional', working with or caring for children and young people in an employed or voluntary capacity.	http://www.brightonandhove.lscb.org.uk/professionals/#
Helping Children and Families Threshold Document	March 2018	All Local Safeguarding Children Boards are required to publish a threshold document to help explain the different levels of support that a family may require. This document and associated guidance covers expectations and statutory duties upon all agencies to work together to safeguard and protect children, and to take measures to ensure that all agencies are working to offer Early Help to prevent matters from getting worse for a child or their family.	https://www.brighton-hove.gov.uk/sites/default/files/migrated/subject/inline/Threshold-Document.pdf

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Document Title	Date	Status	Link
Pan Sussex Child Protection and Safeguarding Procedures Manual		<ol style="list-style-type: none"> 1. Working with Children and Families 2. Information Sharing and Confidentiality 3. Recognition and Referral of Abuse and Neglect 4. Response to Child Protection Referrals 5. Child Protection Conferences 6. The Child Protection Plan 7. Complaints and Professional Disagreements 8. Children in Specific Circumstances 9. Risk Management of Known Offenders and Those who Pose a Risk 10. Serious Case Reviews 11. Child Death 12. The Local Safeguarding Children Board 	https://sussexchildprotection.procedures.org.uk/page/contents
Keeping children safe in education Statutory guidance for schools and colleges	September 2020	This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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Document Title	Date	Status	Link
Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children	July 2018	This guidance applies to all organisations and agencies who have functions relating to children. Specifically, this guidance applies to all local authorities, clinical commissioning groups, police and all other organisations and agencies as set out in chapter 2. It applies, in its entirety, to all schools. It applies to all children up to the age of 18 years whether living with their families, in state care, or living independently. This document should be complied with unless exceptional circumstances arise.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
Working Together: transitional guidance Statutory guidance for Local Safeguarding Children Boards, local authorities, safeguarding partners, child death review partners, and the Child Safeguarding Practice Review Panel	July 2018	This is statutory guidance.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722306/Working_Together-transitional_guidance.pdf
Working Together to Safeguard Children Statutory framework: legislation relevant to safeguarding and promoting the welfare of children	July 2018	For information.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf

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Document Title	Date	Status	Link
<p>Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation</p> <p>Child sexual exploitation Annexes to 'Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'</p>	February 2017	This advice is non-statutory, and has been produced to help practitioners, local leaders and decision makers who work with children and families to identify child sexual exploitation and take appropriate action in response. This includes the management, disruption and prosecution of perpetrators.	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/CSE_Guidance_Annexes_13.02.2017.pdf</p>
<p>What to do if you're worried a child is being abused</p> <p>Advice for practitioners</p>	March 2015	This advice is non-statutory, and has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. This advice is for anyone whose work brings them into contact with children and families.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
<p>The Prevent duty</p> <p>Departmental advice for schools and childcare providers</p>	April 2019	This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.	https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales

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Document Title	Date	Status	Link
The designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities	February 2018	This is statutory guidance from the Department for Education, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008. This means that the governing bodies of maintained schools, academy proprietors and the designated staff member at maintained schools and academies must have regard to it when promoting the educational attainment of looked-after and previously looked-after children.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously looked-after children.pdf
Behaviour and discipline in schools Advice for headteachers and school staff	January 2016	This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. The purpose of this document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf
Exclusion from maintained schools, academies and pupil referral units in England	September 2017	Statutory guidance for those with legal responsibilities in relation to exclusion	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831 Exclusion Stat guidance Web version.pdf

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Document Title	Date	Status	Link
Searching, screening and confiscation Advice for headteachers, school staff and governing bodies	January 2018	This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
Use of reasonable force Advice for headteachers, staff and governing bodies	July 2013	This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies	September 2012	This is advice from the Department for Education and the Association of Chief Police Officers. It is non-statutory and has been produced to help answer some of the most common questions raised by school staff in this area, as well as promoting understanding of the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf
School attendance parental responsibility measures Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police	January 2015	This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to Parenting Contracts, Parenting Orders and Penalty Notices.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf

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Document Title	Date	Status	Link
School attendance Guidance for maintained schools, academies, independent schools and local authorities	November 2016	This is guidance from the Department for Education. This guidance is non-statutory, and has been produced to help schools and local authorities maintain high levels of school attendance and plan the school day and year. The document also provides information about the interventions available to address pupils' poor attendance and behaviour at school. It would be helpful to read this alongside the statutory guidance on parental measures for school attendance and behaviour	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/564599/school_attendance.pdf
Children missing education Statutory guidance for local authorities	September 2016	This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and where it is not followed, the local authority should have reasonable grounds for not doing so. This advice is not exhaustive and local authorities will need to take into account the circumstances of individual cases.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

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Document Title	Date	Status	Link
Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England Templates & Resources also available	December 2015	This document contains both statutory guidance and non-statutory advice.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
School and College Security	November 2019	Guidance to help schools and colleges manage their security effectively so they can meet their obligations.	https://www.gov.uk/government/publications/school-and-college-security/school-and-college-security
Guidance On First Aid For Schools	unknown	First aid can save lives and prevent minor injuries becoming major ones. Under health and safety legislation employers have to ensure that there are adequate and appropriate equipment and facilities for providing first aid in the workplace. 2 It is for schools and Local Education Authorities (LEAs) to develop their own policies and procedures, based on an assessment of local need. Most schools will already have first-aid arrangements in place, and this guidance draws on existing good practice. It provides advice for schools on drawing up first-aid policies and ensuring that they are meeting their statutory duties.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/306370/guidance_on_first_aid_for_schools.pdf

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Document Title	Date	Status	Link
Counselling in schools: a blueprint for the future Departmental advice for school leaders and counsellors	February 2016	This is departmental advice from the Department for Education (DfE). This advice is nonstatutory, and has been produced to help school leaders set up and improve counselling services in primary and secondary schools. It	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf
Mental health and behaviour in schools Departmental advice for school staff	November 2018	This is advice from the Department for Education. All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. Our behaviour and discipline in schools advice sets out the powers and duties for school staff and approaches they can adopt to manage behaviour in their schools. It also says that schools should consider whether continuing disruptive behaviour might be a result of unmet educational or other needs. This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf
Special educational needs and disability code of practice: 0 to 25 years	January 2015	Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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Document Title	Date	Status	Link
Schools: guide to the 0 to 25 SEND code of practice Advice for school governing bodies/proprietors, senior leadership teams, SENCOs and classroom staff	September 2014	This document is not a substitute for the full Code of Practice and has no statutory basis. The main duties that schools must have regard to are highlighted here and links are given to the relevant sections of the Code – it is important that schools familiarise themselves with the full version of the statutory guidance in the Code in addition to reading this guide	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEN_D_Code_of_Practice.pdf
Sharing nudes and semi-nudes: how to respond to an incident (overview)	December 2020	This advice is for designated safeguarding leads (DSLs), their deputies, headteachers and senior leadership teams in schools and educational establishments ¹ in England.	https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview
Preventing and tackling bullying Advice for headteachers, staff and governing bodies	July 2017	This document has been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

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Document Title	Date	Status	Link
Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads	May 2018	The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur, or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework. It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty. 1 It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
Multi-agency statutory guidance on female genital mutilation	July 2020	statutory guidance	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912996/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_July_2020.pdf
Safeguarding children who may have been trafficked	2011	Non-statutory good practice guidance is for agencies in England which are likely to encounter, or have referred to them, children and young people who may have been trafficked.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

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Document Title	Date	Status	Link
Safeguarding Children in whom illness is fabricated or induced Supplementary guidance to Working Together to Safeguard Children	March 2008	Where this document is not statutory guidance for a particular organisation, it still represents a standard of good practice and will help organisations fulfil their duties in co-operation with partners. For example, managers and staff with particular responsibilities in the organisations Safeguarding children in whom illness is fabricated or induced 3 covered by the duty to safeguard and promote the welfare of children in section 11 of the Children Act 2004 (found at: www.everychildmatters.gov.uk/socialcare/safeguarding/) are encouraged to read this document and follow it in conjunction with the section 11 guidance (HM Government, 2007). The same principle applies to educational institutions with duties under sections 157 & 175 of the Education Act 2002 regarding safeguarding and promoting the welfare of children.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf
Guidance Understanding and dealing with issues relating to parental responsibility	September 2018	This is departmental advice from the Department for Education. It is non-statutory, and has been produced to help recipients understand their obligations and duties in relation to the rights and responsibilities of parents as defined by education legislation.	https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility

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Document Title	Date	Status	Link
Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers	July 2018	This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being. This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
Data protection: a toolkit for schools Beta version	August 2018	The document provides 9 steps that, we think, can help schools efficiently develop the culture, processes and documentation required to be compliant with the strengthened legislation and effectively manage the risks associated with data management. It is important to note that this document provides tips and guidance only. It is intended to support schools draw out areas of risk. It does not constitute formal legal guidance, and as a data controller in its own right, a school is ultimately responsible for its own data protection procedures and compliance with legislation.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/702325/GDPR_Toolkit_for_Schools_1.pdf
NSPCC		Research and resources Child protection and safeguarding information, advice and research	https://www.nspcc.org.uk/services-and-resources/research-and-resources/

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Document Title	Date	Status	Link
Teachers’ Standards Guidance for school leaders, school staff and governing bodies	July 2011 June 2013	The Teachers’ Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations. The Teaching Regulation Agency will use Part Two of the Teachers’ Standards, which relates to personal and professional conduct, when assessing cases of serious misconduct, regardless of the education sector in which the teacher works.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf
Guidance Inspecting safeguarding in early years, education and skills	September 2019	This guidance sets out the key points inspectors need to consider when inspecting safeguarding in early years, education and skills settings.	https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills