



## **CHILD PROTECTION AND SAFEGUARDING POLICY 2020-21**

To be Reviewed: September 2021

We define safeguarding as being broader than 'child protection'. Safeguarding in our school confirms what we do for all children, applies across the whole school and is linked to our overall culture, ethos and the principles we follow in school. Safeguarding in our school is child centred and ensures that at all times we work in the best interests of the child to ensure that school is a safe place for all of our children and young people to be.

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.

We define children and young people in our school as being children within the age ranges of 3 to 11 years, however we are aware that children includes everyone under the age of 18.

As appropriate, to safeguard any young person who is over the age of 18 who continues to receive education in our school, we operate in accordance with local guidance and will report suspicions/allegations of abuse or neglect to the Adult Social Care Gateway Team on 0191 6432777.

We accept and expect ALL in school to understand that safeguarding is everyone's responsibility.

In school we act in the best interest of all children and ensure we take all reasonable steps to prevent them from harm. Having appropriate safeguards in place not only protects and promotes the welfare of children/young people, but also enhances the confidence of pupils, staff, volunteers and parents/carers. Therefore, safeguarding arrangements should be considered in conjunction with the procedures outlined in Reference Document B.

### **LEGISLATION**

It is imperative that all Schools fully recognise the responsibility they have regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:

Section 175 of the Education Act 2002 states;

- a local education authority shall make arrangements for ensuring the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- schools and Further Education (FE) institutions should give effect to their duty to safeguarding and promote the welfare of their pupils
- the governing body of a maintained school<sup>1</sup> shall make arrangements for ensuring that 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
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child<sup>2</sup> protection responsibilities clear and places an obligation on schools to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in **Working Together (2018)**<sup>3</sup> as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that 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

In addition, **Keeping Children Safe in Education 2020**<sup>4</sup> outlines:

*Safeguarding and promoting the welfare of children is everyone's responsible. Everyone who comes in to contact with children and their families and carers has a role, to play in safeguarding children. In order 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. All school staff have a responsibility to provide a safe environment in which children can learn.*

*School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. **All** school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.*

## THE CHILD PROTECTION POLICY PRINCIPLES

Our child protection policy demonstrates our commitment to safeguard children from harm. The essential inclusions within our child protection policy are outlined below:

Principles	<ul style="list-style-type: none"> <li>• the welfare of the child is paramount</li> <li>• we are clear on reference to principles, legislation and guidance that underpin the policy</li> </ul>
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<sup>1</sup> Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school. The Education Act 2002 does not specifically refer to Academies; however this duty is equally placed onto Academies by subsequent updated legislation.

<sup>2</sup> Child means a person under the age of eighteen.

<sup>3</sup> Working Together guidance 2018 referred to throughout this document as 'the current Working Together'

<sup>4</sup> Keeping Children Safe in Education (September 2020) referred to as 'the current KCSE'

	<ul style="list-style-type: none"> <li>• we are clear that the policy applies to ALL working with or supporting children within our school and ALL are clear on their role and responsibilities</li> <li>• all concerns and allegations of abuse will be taken seriously by governors, staff and volunteers and responded to appropriately - this may require a referral to children's social care Front Door service, the Designated Officer for the Local Authority (referred to as <i>LADO</i>), other agencies as appropriate</li> <li>• arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice</li> <li>• referenced to all associated policies and procedures which promote children's safety and welfare e.g. with regards to: health and safety, anti-bullying, protection of children online</li> </ul>
Equality of Application	<ul style="list-style-type: none"> <li>• no child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs</li> <li>• all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs</li> </ul>
Up to Date	our policy is reviewed, approved and endorsed by the Governing Body annually or when legislation changes
Coronavirus response to Safeguarding in School	<p>in addition to having a child protection policy in place reflecting business as usual, a coronavirus addendum that summaries key coronavirus related changes will remain in place alongside this policy for the duration of the coronavirus lockdown.</p> <p>we will continue to follow any further safeguarding guidance issued during the pandemic which can be <a href="#">found here</a> and includes but is not limited to links to further guidance regarding online safety, remote aching, staffing, DSL coverage, vulnerable children etc.</p>
Recruitment	we operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of the current KCSE
Communication	children and parents/carers are informed of the policy and procedures and a copy of placed on the school website. Paper copies are available from the school office for those who cannot access the school website online

## CHILD PROTECTION PROCEDURES AND SYSTEMS

These are the procedures and systems which provide clear step-by-step guidance on what to do in different circumstances and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also in place to ensure implementation and compliance.

Our child protection procedures are linked to the North Tyneside Safeguarding Children Partnership (NTSCP) multi agency safeguarding arrangements

Our procedures and systems include:

Responsibility	a named senior designated safeguarding lead (and deputy/ies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a governor, staff member or volunteer
Responsibilities are clearly understood which include	<ul style="list-style-type: none"><li>• relevant contact details for children's services, police, health, the Designated Officer for the Local Authority (referred to as the LADO), Child Exploitation Online Protection Centre (CEOP) for e-Safety concerns and NSPCC help lines are made available to ALL</li><li>• a code of behaviour for governors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures</li><li>• safe recruitment<sup>1</sup>, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff, agency workers, supply staff and volunteers who have direct or indirect contact with children</li><li>• systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers</li><li>• requirements for governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of e-Safety, domestic abuse<sup>2</sup>, honour based abuse, forced marriage, female genital mutilation, children who live away from home or go missing<sup>3</sup>, child sexual exploitation, child criminal exploitation, serious violence and violent crime,</li></ul>

<sup>1</sup> In accordance with current KCSE part three

<sup>2</sup> Including engagement with the Operation Encompass scheme between police, children's social care and schools

<sup>3</sup> Including engagement with the Operation Endeavour scheme between police, children's social care and schools

	<p>race and racism ,extremism and peer on peer/child on child abuse including harmful sexualised behaviours<sup>1</sup></p> <ul style="list-style-type: none"> <li>• School understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training<sup>2</sup> to raise awareness of the Prevent agenda<sup>3</sup> and issues of extremism and radicalisation</li> <li>• our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact. This can include but is not limited to very young children, those living with parental drug/alcohol misuse, adult mental health issues, domestic abuse, those with young carers responsibilities, special educational needs and/or disability, frequently missing children or those engaging in criminal or anti-social behaviours who may be at risk of exploitation. Those who have returned home from care or who are privately fostered can also be vulnerable as can those children and young people with mental health needs and those misusing drug or alcohol themselves. Signs and indicators of abuse can be <a href="#">found here</a> on the NSPCC website.</li> <li>• All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.</li> <li>• Operation Encompass ensures that following any domestic abuse incident being reported to the police, the police will make contact with Children's Social Care Front Door service who will then communicate relevant and necessary information to our nominated school staff the next morning. This will ensure our school is made aware at the earliest possible opportunity and can subsequently provide support to our pupils in a way that means they feel safe and listened to</li> </ul>
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<sup>1</sup> In accordance with current KCSE part five

<sup>2</sup> Available through the North Tyneside e-learning [here](#) or [Home Office e-learning](#)

<sup>3</sup> [Advice](#) on The Prevent Duty for schools

	<ul style="list-style-type: none"> <li>• Operation Endeavour follows the same principles as Operation Encompass, but reports are shared from the police with children Social Care and schools when a child or young person is using or has had a missing episode.</li> </ul>
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> <li>• a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners</li> <li>• guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration</li> </ul>

## CHILD PROTECTION POLICY

### INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
3. **SUPPORT TO PUPILS** who may have been harmed/abused.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, supply staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

### 1. PREVENTION

The safety and well-being of all of pupils is our highest priority. It is our responsibility to:

- know every child and young person as an individual
- provide a secure and caring environment

so that every child and young person can:

- learn in safety
- develop his/her full potential, and
- feel positive about him/herself as an individual.

To achieve this we recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

In school we will therefore:

<u><b>Adults</b></u>	<u><b>Children/Young People</b></u>
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<ul style="list-style-type: none"> <li>• provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Part 1 of the current KCSE, Code of Conduct/Staff behaviour Protocol, identity and role of the Designated Safeguarding Lead (DSL) and any deputies, pupil behaviour policy, the school's response to children missing education and whistleblowing procedures.</li> <li>• provide induction training that is structured to ensure all new staff, supply staff, agency workers and volunteers (including Governors) can attend appropriate child protection training as soon as reasonably possible after their appointment</li> <li>• provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally</li> <li>• ensure that all staff receive training endorsed locally on child protection at least every three (3) years</li> <li>• ensure that the DSL (s) and/or deputies attend Multi-Agency Training every two (2) years</li> <li>• in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually</li> </ul>	<ul style="list-style-type: none"> <li>• ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty</li> <li>• establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to</li> <li>• encourage and reinforce essential skills for every child/young person such as self-esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life</li> <li>• include activities and opportunities in the curriculum which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help</li> <li>• children are taught about safeguarding, (including online)<sup>1</sup>, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)<sup>2</sup></li> <li>• safeguard children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place but that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding</li> <li>• follow the advice provided in the current KCSE-Annex C to support governors, staff, pupils and parents as we increasingly work online to understand</li> </ul>
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<sup>1</sup> See DfE guidance on Teaching Online Safety in Schools [available here](#)

<sup>2</sup> The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. Guidance [available here](#).

<ul style="list-style-type: none"> <li>we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates</li> </ul>	the risks associated with online content, contact and conduct
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## 2. CHILD PROTECTION PROCEDURES

In school we follow procedures in line with the North Tyneside Safeguarding Children Partnership (NTSCP) local Multi-agency Safeguarding arrangements.

We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in school.

We will contact North Tyneside's Front Door Service as the first point of contact with Children's Social Care Front Door service for concerns about the safety or welfare of a child/young person in North Tyneside. However, we are also aware that we can ring the North Tyneside Multi Agency Safeguarding Hub (MASH) Professionals Helpline should we need advice prior to calling the Front Door Service. We understand that the Front Door Service is the access point to the MASH which has a multi-agency duty team who offer information, support and services including information about early help and will respond to concerns. Reference Document A attached at the end of this policy -includes Front Door and MASH Helpline contact details.

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher or DSL (or any deputies) or Designated Teacher for Looked After Children (LAC)<sup>1</sup> disclosing any information about a pupil to other members of staff on a need to know basis only.

However, in line with the current KCSE, we share information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with relevant teachers and school staff in order to promote their welfare and educational outcomes. This is in line with the recent review of Children in Need.<sup>2</sup>

We ensure that staff understand academic progress and attainment of these children and maintain a culture of high aspirations for this cohort. We support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments to be made to best support these children.

In school, we ensure that all staff are aware that any information a child/young person discloses regarding harm/abuse of themselves or of another child/young person must be shared as appropriate and cannot be kept secret. In addition to our overarching principles which operate to ensure child protection is effective we also have 5 areas of focus. We believe as a Governing Body that this ensures child protection procedures are easier to understand for ALL and better ensures we are operating our child protection procedures effectively. Each area of focus is of equal importance:

<sup>1</sup> In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

<sup>2</sup> [DfE Review of Children in Need, June 2019](#)



- Training & Awareness for All
- Identity, role & Responsibilities of the DSL & Deputy DSLs
- Safeguarding in Practice
- Working with Others
- Teaching & Learning and the Curriculum

**In our school the Governing Body ensures:**

<p><u>Overarching Principles:</u></p>	<ul style="list-style-type: none"> <li>• we have a DSL for Child Protection who is part of the school's senior leadership team</li> <li>• the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description. Whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated</li> <li>• the DSL and their Deputies will undertake appropriate local multi agency training every two (2) years</li> <li>• we have <b>XX (school to add number)</b> appropriately trained and experienced Deputy DSL's (DDSL's) in school and these arrangements are clearly communicated to staff, supply staff, agency workers, volunteers and governors</li> <li>• staff, supply staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a child/young person that they need to contact the DSL/DDSL in school <sup>1</sup></li> <li>• all staff, supply staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/DDSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership team and/or take advice from the MASH professional's helpline and Children's Social Care Front Door service</li> <li>• all staff, supply staff, agency workers, volunteers, governors and other adults supporting/working in school are provided with an immediate induction relevant to their role in school, this induction will then increase as appropriate linked to their role in school and the expected duration of that role</li> <li>• on induction, all staff, supply staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements, code of conduct/behaviour protocols for staff, Part 1 of the current</li> </ul>
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<sup>1</sup> For service providers staff based in school we are clear that those staff are also clear on appropriate reporting protocols which have been issued to their staff and how this aligns into our school policy.

	<p>KCSE (including Annex A if relevant to the role) the whistle blowing policy and guidance for safer working practices from the Safer Recruitment Consortium. Please note, from April 2020, this also includes an addendum in relation to potential changes to working practices due to the Covid-19 lockdown <a href="#">available here</a>. ALL will supported and then expected to understand how these polices and guidance documents apply to their role in school</p> <ul style="list-style-type: none"> <li>• all staff, supply staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/ DDSL, the MASH professional's helpline, Children's Social Care Front Door service and the NSPCC Whistle blowing Help line. This list will be reviewed regularly but at least annually by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A)</li> <li>• all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors</li> <li>• ensure all staff, supply staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that school provides on safe working practices</li> <li>• all staff, supply staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school</li> <li>• the DSL and DDSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex B of the current Keeping Children Safe in Education</li> <li>• staff understand and recognise the importance of the role of the DSL/DDSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children</li> <li>• the DSL/ DDSL takes advice from the MASH professional's helpline and Children's Social Care Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the <a href="#">Local Threshold Guidelines</a></li> <li>• this policy is accessible to ALL, is placed on both the schools internet and paper copies will also be available in school in the main office for colleagues to access who do not have day-to-day access to a school network/PC</li> </ul>
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	<ul style="list-style-type: none"> <li>• this policy and its associated guidance is reviewed by the governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL</li> <li>• as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor to provide updates of the practice that operates in school, including any changes linked to legislation/good practice and our schools own developments/feedback from staff and to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete a Section 11<sup>1</sup> audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP) to further evidence that safeguarding arrangements are effective</li> <li>• parents have an understanding of the responsibility placed on school and staff for child protection, this is achieved in school as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website</li> </ul>
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<p><b><u>Training &amp; Awareness for ALL</u></b></p> <p>The DSL for child protection in school will ensure all <b>relevant</b> persons – who in school, we define to include all staff, supply staff, agency workers and volunteers (including Governors) who have contact with children/young people</p>	<ul style="list-style-type: none"> <li>• will know the name of the DSL/ DDSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate</li> <li>• all staff will be provided with basic child protection training (by the DSL or DDSL), immediately that they are appointed/placed in school and then attend locally endorsed child protection training for school based staff within a half term</li> <li>• all staff will receive locally endorsed child protection training for school based staff at least every three (3) years</li> <li>• the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children/young people and also any supply staff and agency workers who are on placement with school at the point of time the training is delivered will also be included in the attendance</li> <li>• ALL will also receive regular safeguarding and child protection updates (regularly and at least annually) from the DSL and the DDSL's which is in line with advice and changing practice – both nationally and locally <sup>2</sup></li> </ul>
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<sup>1</sup> Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children

<sup>2</sup> For service providers staff based in school we are clear that those staff are also supported to understand how their employers policy and practices align into our school policy and safeguarding culture.

	<ul style="list-style-type: none"> <li>the DSL and the DDSL's will attend Local Multi Agency Child Protection Training every two (2) years</li> <li>the DSL/ DDSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, e-learning, briefings, network meetings etc. via their appraisal/mentor process and in taking time to read and digest safeguarding developments</li> <li>opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols by sharing best practice and ideas at staff meetings</li> <li>ALL are provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> <li>who to contact when they have a concern (attached as Reference Document A)</li> <li>information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B)</li> </ul> </li> </ul> <p>As the current KCSE includes research linked to Serious Case Reviews<sup>1</sup>, we are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information, sharing information too slowly and a lack of challenge to those who appear not to be taking action.</p> <p>Our practice promotes early identification, intervention, reporting and support and we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the DDSL's who will ensure that information is appropriately recorded, reviewed and any necessary actions taken</p> <p>Information and processes for providing Early Help, Prevention and Intervention in North Tyneside can be <a href="#">found here</a></p>
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<p><b><u>Role &amp; Responsibilities of the DSL</u></b></p> <p>The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role, they are clear on what</p>	<ul style="list-style-type: none"> <li>the DSL and the DDSL's are responsible for ensuring that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all school and college staff (Part One) and for those that work directly with children and school leaders, Annex A (as appropriate) and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document</li> <li>to ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures,</li> </ul>
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<sup>1</sup> An analysis of Serious Case Reviews can be found [here](#)

<p>they are responsible for which ensures that all <b>relevant</b> persons in school are also clear on the role of the DSL and DDSL's</p>	<p>guidance and practice are updated and implemented in a timely way</p> <ul style="list-style-type: none"> <li>• work with the Local Authority and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to safeguarding and child protection arrangements, which will include but not be limited to completion of a requested return e.g. a Section 11 audit</li> <li>• work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at meetings</li> <li>• ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded</li> <li>• ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations</li> <li>• to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit to North Tyneside Safeguarding Children Partnership NTSCP as and when requested.</li> </ul>
<p><u>Safeguarding _____ in Practice</u></p> <p>The DSL will ensure all <b>relevant</b> persons:</p>	<ul style="list-style-type: none"> <li>• know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/ DDSL in school and understand their personal responsibility with regards to safeguarding and child protection matters in school</li> <li>• understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the <a href="#">Local Threshold Guidelines</a> to prevent concerns escalating</li> <li>• ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DDSL's another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child</li> <li>• for teaching staff - the DSL and DDSL's will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as a teaching</li> </ul>

	<p>professional including the Female Genital Mutilation (FGM) mandatory reporting duty <sup>1</sup></p> <ul style="list-style-type: none"> <li>• know that if a child/young person's situation does not appear to be improving, the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy</li> <li>• understand that the local authority and NTSCP provide escalation procedures as recommended from serious case reviews so a culture of effective challenge is promoted. Escalation and effective challenge procedures should be used when there are disagreements between professionals, service areas and/or individual services regarding decisions made about a child's safety, welfare and/or well-being. Escalation and effective challenge procedures are <a href="#">available here</a> and paper copies will also be available in the school office for colleagues to access who do not have day-to-day access to a school network/PC.</li> <li>• understand the need to be vigilant in identifying cases of harm/abuse and are able to <b>immediately</b> report concerns when they arise</li> <li>• know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret</li> </ul> <p>ensure confidentiality protocols are adhered to and information is shared appropriately</p> <ul style="list-style-type: none"> <li>• know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance</li> </ul> <p><b>RECEIVE</b></p> <ul style="list-style-type: none"> <li>• React calmly; be aware of your non-verbal messages</li> <li>• If you don't understand the child's communication method, reassure the child, and find someone who can</li> <li>• Don't interrogate the child, observe and listen, use active listening techniques</li> <li>• Don't stop a child who is freely recalling significant events</li> <li>• Keep responses short, simple, slow, quiet and gentle</li> <li>• Don't end the conversation abruptly</li> </ul> <p><b>REASSURE</b></p> <ul style="list-style-type: none"> <li>• Tell the child they are not to blame; and have done the right thing by telling you</li> <li>• Tell the child what will happen next; be honest about what you can and can't do</li> <li>• Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'</li> </ul> <p><b>REACT</b></p>
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<sup>1</sup> 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

	<ul style="list-style-type: none"> <li>• Explain what you have to do next and whom you have to tell</li> <li>• Inform the Designated Safeguarding Lead (DSL) or DDSL immediately</li> <li>• understands that the Head teacher, DSL or the DDSL in school will disclose any information about a pupil to other members of staff on a need to know basis only</li> <li>• recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be: <ul style="list-style-type: none"> <li>• addressed</li> <li>• managed sensitively and effectively</li> <li>• dealt with in a timely manner</li> <li>• dealt with in accordance with schools agreed policies/practices, including Whistleblowing Policy</li> </ul> </li> <li>• understand that if they have a concern about another adult in school (including supply staff, agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSE and as noted to all adults in school as part of induction and training protocols</li> <li>• ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer/child on child abuse and how such allegations are managed</li> <li>• our school procedures on peer on peer/child on child abuse reflects the different forms this abuse can take and is clear that this is abuse and will not be tolerated. This can found in a <b><u>separate peer on peer/child on child abuse policy document</u></b></li> <li>• the procedures for peer on peer/child on child also notes how victims of this abuse will be supported in school and considers the issues as outlined in Part 5 of the current KCSE regarding child on child sexual violence and sexual harassment where relevant</li> </ul>
<p><u>Working with Others</u></p> <p>The DSL for child protection in school will co-ordinate and lead on the following:</p>	<ul style="list-style-type: none"> <li>• undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm</li> <li>• contacting the Children's Social Care Front Door service for information, advice, guidance (including use of the MASH professional helpline and following the early help pathway) or to make a referral where there are concerns about harm a child/young person</li> <li>• ensuring that all <b>relevant</b> persons who have contact with children/young people know what to do if they have any</li> </ul>

	<p>concerns about a child, including referring the matter to the DSL or the DDSL</p> <ul style="list-style-type: none"> <li>ensuring that any staff member is aware that they can make a referral to Children's Social Care Front Door Service should circumstances require this</li> <li></li> <li>reporting an unexplained school absence to the child/young person's Social Worker or Children's Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place</li> <li>ensuring that the school have in place a Designated Teacher for looked-after and previously looked-after children and that their contact details are noted in the information attached at the end of this policy</li> <li>work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child's personal education plan</li> <li>recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges (see section below). The child protection procedures and practices which operate in school reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children</li> <li>operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of the current KCSE</li> </ul>
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<p><u>Teaching &amp; Learning</u></p> <p><u>and</u></p> <p><u>Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<ul style="list-style-type: none"> <li>children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)<sup>1</sup></li> <li>that as we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place</li> </ul>
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<sup>1</sup> The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. Guidance [available here](#).



	<ul style="list-style-type: none"> <li>the appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding</li> <li>in accordance with Annex C of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology<sup>1</sup> and have established mechanisms to identify, intervene and escalate any incident where appropriate</li> <li>staff have an awareness of risk taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting which is also known as youth produced sexual imagery<sup>2</sup></li> <li>staff have an awareness issues can manifest themselves via peer on peer/child on child abuse. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.</li> <li>staff are clear on school policy and procedures for managing peer on peer/child on child abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE</li> </ul>
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### 3. SUPPORTING PUPILS

In school we recognise that children/young people, who are harmed, abused or witness violence/abuse may find it difficult to develop a sense of self worth, they may feel helplessness, humiliation and some sense of self-blame.

School may be the only stable, secure and predictable element in the lives of children/young person at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children/young people actually adopt abusive behaviours and that these children/young people must be referred on for appropriate support and intervention.

In school we will endeavour to support the pupil through:	<ul style="list-style-type: none"> <li>the content of the curriculum to encourage self-esteem and self-motivation</li> <li>the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued</li> </ul>
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<sup>1</sup> See DfE guidance on Teaching Online Safety in Schools [available here](#)

<sup>2</sup> Guidance is available in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#).

	<ul style="list-style-type: none"> <li>the school's pupil behaviour policy which is aimed at supporting vulnerable pupils in school including those with mental health difficulties</li> <li>ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on pupil behaviours but does not damage the child/young person's sense of self-worth.</li> <li>endeavouring to ensure that the pupil fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers</li> <li>liaison with other agencies as appropriate which support the pupil including child and adolescence mental health services where appropriate</li> <li>a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so</li> <li>recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection</li> <li>fully support children as victims of abuse where they have been forced and/or coerced into behaviours that have resulted in harmful, risky and exploitative situations such as criminal or sexual exploitation, radicalisation, forced labour etc.</li> <li>vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's school record and in accordance with the schools record management practices) and notifying relevant services <u>as soon as there is a recurrence of a concern</u></li> <li>ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with the current KCSE – this will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained</li> </ul>
<u>Special Educational Needs (SEN) and Disability</u>	<p>We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as</p> <ul style="list-style-type: none"> <li>assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration</li> <li>being more prone to peer group isolation than other children</li> </ul>

	<ul style="list-style-type: none"> <li>• that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and</li> <li>• communication barriers and difficulties in overcoming these barriers</li> </ul>
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#### 4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

In school we will:	<ul style="list-style-type: none"> <li>• operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current KCSE for all staff, supply staff, agency workers and volunteers (including Governors) before individuals are appointed or placed into school</li> <li>• ensure that at least one member of the governing body and the Head teacher is trained in Safe Recruitment Practices and at least one person who conducts the interview has completed safer recruitment training</li> <li>• ensure that all Governors in maintained schools have in place an enhanced DBS certificate without barred list check unless they are also in regulated activity and a Section 128 check regarding the management of a school<sup>1</sup></li> <li>• ensure that all staff, supply staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment</li> <li>• ensure that all staff, supply staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents including having access to the school's code of conduct and the Safer Consortium's '<a href="#">Safer Working Practices for Adults who work with Children and Young People</a>'. From April 2020, this also includes an addendum in relation to potential changes to working practices due to the Covid-19 lockdown <a href="#">available here</a>.</li> <li>• ensure that staff, supply staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)</li> <li>• ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable</li> </ul>
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<sup>1</sup> <sup>1</sup> In accordance with Paragraph 138 and 144-147 of KSCE 2020 which notes a person prohibited under S128 is also disqualified from holding or continuing to hold office as a governor of a maintained school (e.g Community or Foundation School (Church or Learning Trust)).

	<ul style="list-style-type: none"> <li>ensure allegations are dealt with properly where school is not the employer e.g. allegations against supply teachers. In no circumstances will we cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. When using an agency, we will inform them of our process for managing allegation and will keep the agency involved and informed throughout any cases of allegations against their agency/supply workers.</li> <li>Allegations Management: <ul style="list-style-type: none"> <li>implement Part 4 of the current KCSE (<i>Allegations of abuse made against teachers including supply staff, volunteers and other staff</i>) and all other relevant Safeguarding and Child Protection policies</li> <li>in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details</li> </ul> </li> </ul>
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#### Reference Document A

#### Richardson Dees Primary School

#### Contact Details for Child Protection and Safeguarding as at: September 2021

(\*these details will next be reviewed each term to ensure that they remain relevant)

Designation/Role	Contact Details	
Head Teacher	Name: Mr W Myers Telephone: 0191 263 8139 Email: w.myers@rdees.org.uk	
Chair of Governors	Name: Mrs A Parker Email: a.parker@rdees.org.uk	
Designated Safeguarding Lead (DSL):	Name: Mr W Myers Telephone: 0191 263 8139 Email: w.myers@rdees.org.uk	
Deputy Designated Safeguarding Leads (DDSL):	Name: Mrs H Wise Telephone: 0191 263 8139 Email: h.wise@rdees.org.uk  Name: Mrs J Welsh Telephone: 0191 263 8139 Email: j.welsh@rdees.org.uk	
Designated Teacher for Looked After Children	Name: W Myers Telephone: 0191 263 8139 Email: w.myers@rdees.org.uk	
Designated Safeguarding Governor:	Name: Mrs A Nicholson Email: a.nicholson@rdees.org.uk	
Designated Officer – Local Authority	LADO-Contactable through the Front Door Service-See below	
Front Door	0345 2000 109	MASH Professional Helpline
Access to Multi-agency Safeguarding Hub (MASH)	Out of Hours: 0330 333 7475 (evenings and weekends)	0191 643 5555

Adult Social Care Gateway Team	0191 6432777	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	Dedicated DFE Prevent line 020 7340 7264	
NSPCC National Whistle Blowing Help Line:	0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	
Integrated Locality Teams:	North West-Based at Shiremoor Children's Centre-6432110	South West-Based at Howdon Children's Centre-6432229
	The Coast-Based at Whitley Bay Customer First Centre-6438804	Central-Based at Riverside Children's Centre-6438899

## **Reference Document B**

### **Links to other procedures in School**

This policy does link to other school procedures and therefore must be read in conjunction with other related policies in school. This includes, but is not limited to the following list.

1. Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
2. Attendance Policy
3. Behaviour / Relationship Policy
4. Children Missing Education policy
5. Complaints
6. Confidentiality, data protection and information sharing
7. E-safety, use of the internet, photography and mobile phones
8. First aid
9. Health & Safety
10. Inclusion and Special Educational Needs and Disability (SEND)
11. Induction procedures
12. Intimate care policy
13. Lettings & school security
14. Looked after and previously looked after children policy
15. Managing Medicines policy
16. Peer on Peer abuse/Child on Child abuse-managing allegations made against other children/young people including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children Safe in Education
17. Promoting equality & diversity
18. PSHE policy, including RSE policy (Relationship and Sex Education)
19. Pupil Premium Policy
20. School trips and visits
21. Staff behaviour policy (code of conduct)
22. Visitors, supply staff, agency workers and volunteers (including Governors)
23. Whistle blowing

**Part 3 – Governing Body Action Plan**  
**Safeguarding and Child Protection**  
**(Not to be included in finalised version of policy)**

This action plan is reviewed annually by the Designated Safeguarding Lead (DSL) in conjunction with the Deputy Designated Safeguarding Lead (DDSL) and relevant others in school to review, assess and note progress against this plan. The action plan is also discussed with the Safeguarding Governor and presented to the Governing Body as part of the annual report.

Action	Comment	When was this action implemented at School?
Safeguarding Policy	Within our school we have in place a safeguarding policy which applies across the whole school and confirms what we do for all children. We define safeguarding to include the overall culture and ethos we follow in school, which is child centred and ensures that at all times we	

	<p>work in the best interests of the child to ensure that school is a safe place for all of our children and young people to be.</p> <p>We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.</p> <p>In drafting our safeguarding and child protection policy, procedures, practices and guidance, we utilise the expertise of our staff in shaping our policies and provide opportunities to do this.</p> <p><b><u>Additional guidance to be followed for the period of the Covid-19 lockdown</u></b></p> <p>In addition to having a child protection policy in place reflecting business as usual, a coronavirus addendum that summaries any key coronavirus related changes will remain in place during the period of the Covid-19 pandemic.</p> <p>We will continue to follow any further safeguarding guidance issued during the Covid-19 pandemic using the main guidance <a href="#">found here</a> which includes but is not limited to links to further guidance regarding online safety, remote teaching, staffing, DSL coverage, vulnerable children etc.</p>	
Early Help	<p>Within our school we have in place procedures to ensure all children and families are supported as soon as a problem emerges and at any point in a child's life. This is through early help, intervention and prevention using the locally agreed Early Help Pathway, Early Help Assessments (EHAs) and contact with our Locality Teams.</p>	
<p>An effective <u>Child Protection Policy and associated procedures</u> are in place in school and reviewed not less than every 12 months.</p>	<p>We have in place a child protection policy with supporting relevant procedures.</p> <p>We are able to demonstrate that ALL:</p> <ol style="list-style-type: none"> <li>1. have received a relevant and appropriate induction that includes child protection arrangements.<sup>1</sup></li> <li>2. have access to, understand, know its location and are clear on how it relates to them in their role in school and how it relates child protection practices which operate in school.</li> <li>3. know the child protection policy is embedded in the actual operating practices which are in place in school.</li> </ol>	

<sup>1</sup> It is a statutory requirement in school for all new staff to be advised of the staff code of conduct, child protection policy, the pupil behaviour policy, arrangements for children missing education and the identity and role of any DSLs and DDSs as part of induction. ALL should also read part 1 and where necessary, Annex A of the current KCSE.



	<p>4. know the child protection policy is subject to periodic updates for all adults 'working'<sup>1</sup> in school - in particular, after it has been reviewed by the governing body (annually and/ or following a required review).</p> <p>5. Are aware of who the DSL and the DDSL's are and clearly understand their and their own role and responsibilities within the application of the child protection policy.</p>	
Access to the Child Protection Policy – Non Staff	The Child Protection Policy is made available to parents/carers and an up to date copy is maintained on the school's website.	
Whistle Blowing Policy	<p>We have in place an effective Whistle Blowing Policy that ALL have access to, understand, know its location and are clear on how it relates to their role in school and how it relates to the child protection policy and operating practices which are in place in school.</p> <p>A copy of this policy is on the schools intranet where staff can access it, is reviewed at least annually by the Governing Body and updated/re-briefed to all staff as part of our annual CPD/Staff training programme.</p> <p>For those staff that cannot access the schools internet easily, paper reference copies are available. Staff can contact our Office/Business Manager who will ensure that they are provided with a paper copy for reference.</p>	
Whistle Blowing Helpline	<p>ALL are also made aware that a Whistle Blowing Helpline line was set up by the NSPCC in February 2016 and are aware that the help line was <u>not</u> intended to replace current practices or responsibilities of organisations working with children.</p> <p>ALL are aware that the help line advisors will always encourage professionals to raise any concerns about a child to their own employer in the first instance.</p> <p>ALL are aware that the advice line is being seen as an alternative route if whistle blowing internally is difficult or professionals have concerns around how matters are being handled. ALL are therefore aware that they have a personal responsibility to understand that this help line is in place and their own responsibilities in relation to this.</p> <p>The help line number is noted in the list of contact details that school provide to ALL in accordance with the application of our child protection policy and its associated procedures and practices.</p>	
Code of Conduct/Staff Behaviour Policy	We have in place a code of conduct/adult behaviour policy.	

<sup>1</sup> 'working' in this instance does not mean employment – this relates to all of those adults who are directly employed by the school, placed via an agency/supply organisation or a volunteer – including governors, who have access to children/young people (or who could by the very nature of what they do, or the time the spend in school could result in them being viewed by children as being a 'safe' adult in school).

	<p>We are able to demonstrate that ALL:</p> <ol style="list-style-type: none"> <li>1. have been issued with a copy of the document and understand how it relates to their role in school.</li> <li>2. have received induction<sup>1</sup> training that they have been provided with a copy of this document and have been guided through the document by either the DSL, DDSL or their mentor/buddy so that they clearly understand the expectations school places upon them in relation to their behaviour/conduct in their role in school.</li> <li>3. Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management and Safer Working Practices are part of our rolling programme of updates provided to staff on an annual basis.</li> </ol>	
<p>There are effective practices in place which support the operation of the <u>Safer Working Practices for Adults who work with Children and Young People</u></p>	<p>Guidance is available from the <a href="#">Safer Recruitment Consortium</a> made up of advice from the NSPCC, Lucy Faithfull Foundation, National Association of Special Schools and Child Protection in Education Foundation and is available to all Schools on the internet. From April 2020, this also includes an addendum in relation to potential changes to working practices due to the Covid-19 lockdown <a href="#">available here</a>.</p> <p>We confirm that this guidance applies to ALL and forms part of a relevant and appropriate induction.</p> <p>We have in place our own guidance document and be able to demonstrate that this has been issued to ALL and that individuals have been supported to understand its content, what this means to them in their role in school and what is expected of them.</p> <p>This document is subject to periodic reviews and once it has been reviewed we ensure that ALL are updated/re-reminded of the content therein.</p> <p>Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management and Safer Working Practices are part of our rolling programme of updates provided to staff on an annual basis.</p>	
<p>There are practices in place which support the current <u>Keeping Children Safe in Education</u></p>	<p>This specifically relates to Part One of this document which applies to all staff. School leaders and those staff who work directly with children should also read Annex A of the document.</p> <p>This document is issued/provided to ALL (i.e. not just staff) and forms part of a relevant and appropriate induction. Additionally, Part One of the current KCSE is also a key part of our annual CPD programme for all staff where we ensure that we support ALL to understand their role and responsibilities. This includes Annex A where relevant.</p>	

<sup>1</sup> It is a statutory requirement in school for all new staff to be advised of the staff code of conduct as part of induction.

	<p>We are aware of this document and ensure we directly access any changes/updates that are made at a national level and ensure that once it is updated we:</p> <ol style="list-style-type: none"> <li>1. reflect those changes within the documents and practices which operate in school in relation to child protection, and</li> <li>2. re-issue/provide copies to ALL</li> <li>3. discuss in detail how ALL identify and gain support to identify concerns early, provide help for children and prevent concerns from escalating.</li> <li>4. ALL are aware of the referral process which operates within school (and as noted in the current KSCE Part ONE)</li> <li>5. continue to use with ALL as part of our ongoing CPD programme and have mechanisms in place to ensuring that ALL <i>read and understand</i> the content therein, by regularly discussing any changes/updates and advise/confirm/remind how this applies to them in their role in school.</li> <li>6. provide support to staff on a periodic basis via email updates, alerts, in-house staff updates/briefings provided by the DSL as part of our CPD programme.</li> <li>7. consider the use of public alerts from GOV.UK linked to the <a href="#">Teacher Regulation Authority and teacher's misconduct procedures</a> and use the content therein appropriately to discuss those cases and to ensure that all staff are aware how we prevent such a situation occurring in our school.</li> </ol>	
School operates Safe Recruitment practices	<p>We have in place an effective Recruitment &amp; Selection Procedure which follows the guidance to support Safe Recruitment practices which comply with Part Three of the current KCSE and that these Recruitment &amp; Selection practices apply equally to ALL.</p> <p>All recruitment panels include at least one member of the leadership team and/or a school governor who have taken part in safer recruitment training (and/or the 5 year refresher).</p> <p>We ensure that all appropriate and relevant checks are carried out in an effective and timely manner on ALL who will work with children before they are appointed to a role in school.</p>	
Induction	<p>We have in place an effective and appropriate Induction process for ALL.</p> <p>Each induction process is tailored to the role that the individual undertakes in school and a nominated person and/or buddy is responsible for supporting the induction process – which can last up to 12 months.</p> <p>We determine and operate an 'induction checklist' which is able to support and evidence the practices, which operate in school relating to child protection and</p>	

	<p>supports individual's to operate effectively within school in relation to child protection and safeguarding.</p> <p>Key areas linked to safeguarding which are included in our induction checklist for ALL are:</p> <ul style="list-style-type: none"> <li>• the child protection policy;</li> <li>• the staff behaviour policy (sometimes called a code of conduct); and the Guidance for Safer working Practices (2019) document from the Safer Recruitment Consortium including the 2020 addendum;</li> <li>• the identity and role of the designated safeguarding lead and any deputies in accordance with Annex B of the current KCSE;</li> <li>• whistleblowing procedures;</li> <li>• the pupil behaviour policy and;</li> <li>• arrangements for children missing education<sup>1</sup></li> </ul> <p>Copies of policies and a copy of Part ONE and where necessary Annex A the current KCSE are not only provided to ALL but the DSL/ DDSL also arranges to meet with each new member of staff, governor or volunteer (*) following their appointment to ensure that they are also clear on their role and responsibilities in safeguarding children.</p> <p>The 'induction checklist' which is tailored and timed to suit the role that the individual is undertaking within school, is updated to record progress through the 'induction checklist'.</p> <p>We actively use induction and probationary periods to ensure that individuals who are appointed to roles in school are actively and effectively managed to ensure that they operate within schools policies, practices relating to safeguarding and child protection and conduct/behaviour policies.</p> <p>(* we have in place an equally robust and tailored induction checklist for agency workers/supply staff linked to the role they are coming into school to undertake and the duration of that role).</p> <p>Additionally we also work with service providers whose staff are based on our school site, (e.g. catering and cleaning services) to ensure that an effective induction and how this aligns with our safeguarding policies and culture.</p>	
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<sup>1</sup> In accordance with [statutory guidance](#) for children missing education Sept 2016

Employee Handbook	<p>We have in place a Handbook for employees which clearly documents<sup>1</sup> all of the relevant policies and practices that operate within school and that employees need to be aware of.</p> <p>The Employee Handbook includes a section on child protection and safeguarding.</p> <p>The Employee Handbook notes the designated person(s) in school who are to be responsible for child protection.</p> <p>The Employee Handbook is drafted to support all staff that are employed to work in school and will be tailored to ensure that it can support those individuals directly employed by the school and those directly employed via an agency, but placed in school.</p>	
Volunteer Handbook	<p>We have in place a Handbook for volunteers which clearly documents<sup>2</sup> all of the relevant policies and practices that operate within school and which volunteers should be aware of in relation to child protection and safeguarding.</p> <p>The Volunteer Handbook notes the designated person(s) in school who are to be responsible for child protection.</p> <p>The Volunteer Handbook is drafted to support all volunteers who come into school to provide support with children/young people, the wider school community, or curriculum support.</p>	
Job Descriptions and Person Specifications	<p>As part of the schools Safe Recruitment practices all job descriptions and person specifications include an appropriate and relevant safeguarding and child protection responsibility.</p> <p>We have in place job descriptions/role outlines for ALL roles within schools.</p> <p>The DSL and DDSL also have specific job descriptions relating to their role in school (in accordance with Annex B of the current KCSE).</p>	
DBS Checks – Staff including and Agency Workers/Supply Staff	<p>We have in place a policy which ensures that ALL are subject to relevant and appropriate DBS checks for the role that they are undertaking within school.</p>	

<sup>1</sup> Copies of document may be provided to staff and agency workers/supply staff in paper format – either in full or consolidated including a link to the main document. Alternatively they could be placed into a printed document that individuals can be issued with and carry with them. It will be up to each school to determine what practice will work best for them. It may be that schools operate with a Handbook for those staff they directly employee and those staff who are placed with them via an Agency.

<sup>2</sup> Copies of document may be provided to volunteers in paper format – either in full or consolidated including a link to the main document. Alternatively they could be placed into a printed document that individuals can be issued with and carry with them. It will be up to each school to determine what practice will work best for them. It may be that schools operate with a Handbook for those volunteers that will be with them on a more established/longer terms basis, e.g. governing body member, versus those volunteers who may be with school for a short term or as a 'one-off' situation, e.g. relative (parent/grandparent/carer) helpers who may only link in with school for a school trip or to help with a specific project/curriculum area.

	<p>We ensure that ALL understand the requirement to have a valid DBS check in place and that they must notify school if their DBS status changes and that they are to notify school immediately.</p> <p>We are aware that DBS checks may also include a 'barred list' check (List 99 as was). At appointment we have a clear process in place that determines the level of DBS check undertaken, e.g. Enhanced DBS (with barred list) or a Standard DBS (without barred list) and this is referenced in our DBS policy.</p> <p>We operate an Annual Update/Reminder Programme for DBS.</p> <p>We have a separate DBS policy in place for Governors</p>	
DBS Checks – Volunteers including Maintained School Governors	<p>We have in place a policy which ensures that all volunteers undertake a DBS check before they are appointed to school and that these checks are subject to an Annual Update/Reminder Programme.</p> <p>Specifically for Governors, we follow the <a href="#">School Governance Regulations 2014</a> and the <a href="#">Governance Handbook 2019</a> which notes that a DBS check at an enhanced level without barred list check will be undertaken for Governors as part of the appointment process. Governance is not regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.</p>	
European Economic Area (EEA) requiring the sharing of information	<p>We have in place a policy which checks whether or not a teacher who has trained or worked in the European Economic Area (EEA<sup>1</sup>) has received any restrictions on their teaching.</p> <p>We ensure that this information is recorded within our Single Central Register (SCR) – see below.</p>	
Prohibition Checks	<p>We are aware that there are 3 prohibition checks in place for teaching staff<sup>2</sup>.</p> <ol style="list-style-type: none"> <li>1. Barred list check – which is considered when a DBS is applied for</li> <li>2. Teachers prohibition</li> <li>3. Prohibition from Management</li> </ol>	
Prohibition Checks: Teachers	<p>We are aware that, under the <a href="#">School Staffing Regulations</a> and <a href="#">(amended) 2013</a>, a check was put in place to ensure that schools made sure that anybody coming into their school was not Prohibited from Teaching or indeed under an interim Prohibition Order.</p> <p>We ensure that we undertake this in addition to DBS checks for teaching employees.<sup>2</sup></p>	

<sup>1</sup> EEA is the countries of the EU, plus Iceland, Leichtenstein and Norway.

<sup>2</sup> This will either be undertaken by our school or via the organisation who undertakes the DBS checks on our behalf.

	<p>We also consider the relevance of a Prohibition Check for a non-teaching/volunteer post where the applicant has previously worked/qualified as a teacher. Each appointment panel/process are responsible for ensuring that this is considered and/or undertaken.</p>	
Prohibition from participation in Management (*)	<p>We operate a policy in school where anyone appointed to a management position as an employee, trustee or proprietor are checked to ensure they have not been barred from management of an independent school by the Secretary of State which includes all Governors in a maintained school.</p> <p>This additional check is in accordance with Section 128 provisions.</p> <p>This check is undertaken as part of the enhanced DBS or if the person is not in regulated activity via Employer Access.</p>	
DBS Risk Assessments	<p>In the event that any DBS provides trace data, an appropriate risk assessment is undertaken by the Head Teacher and a decision regarding continuation is taken in conjunction with the Chair of Governors.</p> <p>A signed copy of the risk assessment (which is counter signed by the Chair of Governors or their designate) is placed confidentially onto the personal file held at school.</p> <p>The fact that there has been a trace and a decision, will need to be noted. School have in place a system which allows for this information to be recorded.</p>	
Single Central Record (SCR)	<p>We have in place an effective and robust Single Central Record (SCR) which is maintained on a timely basis.</p> <p>There is a designated person who is responsible and accountable for the data held within the SCR, its timely updating and the quality of the data held therein. This individual(s) clearly understands the importance of the SCR and their role and responsibilities linked to this.</p> <p>We have a nominated Safeguarding Governor who will review termly a copy of the SCR <sup>1</sup> and a report is presented to the Governing Body on an annual basis as part of the overall report on how Safeguarding and Child Protection operate in school confirming that the SCR alongside other policies, procedures and practices is in place and is operating effectively.</p>	

<sup>1</sup> SCR holds personal data irrespective of how straightforward it appears, this is still governed by Data Protection legislation and therefore should not be viewed unnecessarily. In accordance with similar practices which operate in school in relation to performance management, Governors will review data to assure themselves that appraisal and performance management is operating effectively. A similar protocol should be in place when an SCR is reviewed on an annual basis. The safeguarding governor's role is to ask questions to gain assurance that the school has in place an effective SCR and that the staff member assigned this responsibility is clear on the correct procedures, operates to these procedures and the SCR is being maintained and managed effectively.

	We are aware of updates provided and referenced in briefings regarding the SCR	
Procedures are in place for dealing with allegations of harm/abuse against children/young people	<p>In accordance with Part 4 of the current KCSE, we operate to this guidance when dealing with allegations of harm/abuse against children/young people.</p> <p>Our DSL is aware of the above policies, how they fit into our over arching responsibilities linked to safeguarding and child protection and how these operate in practice.</p> <p>Our DSL has ensured that the DDSL(s) are equally aware with the above policies how they fit into our over arching responsibilities linked to safeguarding and child protection and how these operate in practice.</p> <p>Our staff are aware of their role and responsibilities in accordance with information in part 1 of the current KCSE .</p> <p>Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management, Safer Working Practices and Whistleblowing are part of our rolling programme of updates provided to staff on an annual basis.</p>	
A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues.	<p>We have a named DSL within the Senior Leadership Team in School who is responsible for child protection and safeguarding.</p> <p>The individual who holds this role:</p> <ol style="list-style-type: none"> <li>1. is aware that their responsibilities cannot be delegated, but they can be distributed to DDSL's and has put in place a framework which is clear to ALL on the role and responsibilities of both the DSL and the DDSL's.</li> <li>2. is responsible for providing advice and support to all other staff, liaising with and working with other agencies;</li> <li>3. is trained in Child Protection matters as agreed locally</li> <li>4. directly supports those staff members who are also nominated by the school to be DDSL's for child protection purposes – in relation to CPD, case management and support.</li> <li>5. understands the Multi Agency Safeguarding Hub and North Tyneside and Safeguarding Children Partnership (NTSCP) escalation and effective challenge procedures <a href="#">found here</a>. These promote a culture which encourages constructive challenge within and between organisations when a professional has a worry or disagreement with an agency decision or action related to safeguarding children.</li> <li>6. is responsible for ensuring that school has in place all relevant policies and procedures relating to child protection and safeguarding and that these are</li> </ol>	



	<p>periodically updated and reviewed in light of changes to practice, guidance and legislation.</p> <ol style="list-style-type: none"> <li>7. ensures they link in with the governing body member nominated for safeguarding and child protection and ensures that with them, an annual report is provided to the governing body noting the schools approaches to child protection/ safeguarding.</li> <li>8. is aware of who the Designated Officer is within the Local Authority (referred to as <i>LADO</i>) and the requirements to report into and work with them on all relevant matters and, ensures that relevant staff and governors are also aware of the LADO role and requirements.</li> <li>9. is responsible for ensuring that all staff are issued with a list of the DSL and the DDSL's within school and the relevant contacts within the local authority, as well as emergency/other agencies. That this document which is included in the schools child protection policy is issued to ALL and is subject to periodic updates.</li> </ol> <p>In drafting our safeguarding and child protection policy, procedures, practices and guidance we utilise the expertise of our DSL in taking the lead to implement an effective policy in school which reflects our practice and in ensuring that our staff are included in shaping our policies and provide opportunities to do this.</p>	
Staff Training	<p>The DSL and the DDSL's will undertake training to provide them with the knowledge and skills required to carry out their role through accessing the local multi-agency safeguarding training programme which should be updated every 2 (two) years.</p> <p>In addition to this formal training DSLs and DDSL's will access regular (and at least annual) updates (for example, via email, e-bulletins and staff meetings). It is the responsibility of the DSL to ensure that this takes place for themselves and any DDSL's and to pick up any further areas of support as necessary.</p> <p>All new staff will be provided with child protection training to ensure that they understand how safeguarding and child protection operates in our school. It is the responsibility of the DSL to ensure that this takes place and to pick up any further areas of support as necessary.</p> <p>All other staff who work with children will refresh this formal training every 3 (three) years in line with local safeguarding training advice.</p> <p>This formal training will be in addition to regular staff updates which will be provided to ALL at least annually. It is the responsibility of the DSL to ensure that this takes place and to pick up any further areas of support as necessary. As part of this process we will include 5</p>	

	<p>key questions to help both staff and school identify any further learning opportunities:</p> <ol style="list-style-type: none"> <li>1. what have you learnt (today) that you did not know before?</li> <li>2. What did you know before, but now see this in a different way?</li> <li>3. What further questions, has this session prompted you to ask?</li> <li>4. What's the one thing you're going to do differently from now on?</li> <li>5. What additional training/updates/support would you like to receive going forward?</li> </ol> <p>All agency workers/supply staff placed in school will receive appropriate safeguarding and child protection induction when they commence in school. These updates will be added to further as the placement in school continues. We have different levels of updates/guidance linked to the role to be undertaken and the duration of the role. The DSL is responsible for ensuring that an effective programme of safeguarding and child protection updates are in place for all agency workers/supply staff.</p> <p>Additionally we also work with service providers whose staff are based on our school site, (e.g. catering and cleaning services) to ensure they are included in training/updates (and/or their employer/manager supports them with training/updates) to ensure that their knowledge and understanding continues to align with our safeguarding policies and culture.</p>	
Safeguarding Governor	<p>We have in place a governing body member who is identified as being the lead governing for safeguarding and they are aware of their role and responsibilities and the scope of that role.</p> <p>The safeguarding governor works with the DSL to ensure that an annual report is presented to the Full Governing Body noting the policies, procedures and practices that we have in place to support child protection and a safeguarding culture operating effectively within school.</p> <p>All governors will be invited to attend all staff annual CPD updates in relation to safeguarding and child protection. It would be good practice for the safeguarding governor and chair of governors to attend their whole school training and any updates from the DSL but if not available, should access these through other mechanisms.</p>	
Visitors Protocol	<p>We have in place a protocol for visitors on their arrival at school. This is consolidated into the visitors 'signing-in' process which operates in school and ensures that all visitors are aware of the schools standards of behaviour/expectations of visitors when they are on the school site.</p>	

	The signing in protocol includes child protection and also notes the schools expectations of visitors in the context of the schools wider safeguarding arrangements. <sup>1</sup>	
Practice reviews	<p>The DSL and DDSL's periodically, but at least annually review the practices we operate in school to ensure that each DSL and/or DDSL operates at a consistent and effective level.</p> <p>Additionally, the DSL is responsible for coaching and supporting each DDSL when they are managing cases and this is also factored into any formal support and development processes, e.g. appraisal.</p>	
Record Keeping and Handover	<p>All concerns, discussions and decisions made relating to a child/young person and the reasons for those decisions are recorded in writing and held confidentially in secure files in school.</p> <p>Guidance is given in accordance with the current KCSE by the DSL to staff so they are clear on what should and should not be recorded in writing including all concerns, discussions and decisions made and the reasons for those decisions. This guidance is reviewed on a periodic basis as and when new guidance is issued, legislation changes or learning from practices operating in school necessitate a need for updates.</p> <p>All staff are aware of the need to maintain confidentiality but that where a child discloses information that they can never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.</p> <p>In the event of a DSL leaving school or no longer holding the role, appropriate mechanisms are in place for an effective and detailed handover to the next DSL to be in place.</p>	
Section 11 Audit	The DSL is required to take a lead role in the completion of the Section 11 Audit and to ensure that this is completed and submitted to the North Tyneside Safeguarding Partnership (NTSCP) as outlined on the audit within the timeframes required.	
Additional Policies	<p>In addition to the documents listed within this action/assessment plan, we have in place effective policies and practices to further support the operation of our safeguarding and child protection policies, this will include but is not limited to those listed in reference document B:</p> <p>We also have in place a review protocol to ensure that all additional guidance and policy is reviewed</p>	

<sup>1</sup> For those schools that access ENGIE/North Tyneside Partnership Schools HR services a sample document is provided. The last updated guidance for schools to consider (reviewed in Aug 2019) remains a relevant reference tool.

	periodically (at least annually) by the DSL/DDSL's to ensure they remain operationally effective.	
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