



MONKSEATON HIGH SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

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Review:

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Terms used in this document:

- **ALL** is noted as meaning – all staff, supply staff, agency workers and volunteers (including Governors).
- **DSL**-Designated Safeguarding Lead
- **DDSL(s)**-Deputy Safeguarding Lead(s).

SAFEGUARDING POLICY

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 13 to 19 years, however we are aware that children include 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/concerns/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 school¹ 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 child² 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 current **Working Together to Safeguard Children**³ 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 2022**⁴ outlines:

- *Schools and their staff are an important part of the wider safeguarding system for children.*
- *Safeguarding and promoting the welfare of children is everyone's responsibility.*
- *School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.*
- *No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.*

¹ 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.

² Child means a person under the age of eighteen.

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"> • The welfare of the child is paramount. • We are clear on the principles, legislation and guidance that underpin the policy. • 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. • All concerns and allegations of abuse and exploitation (<i>including abuse and exploitation and child on child</i>) 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>), the Police other agencies as appropriate. • 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. • Links are made to all associated policies and procedures which promote children's safety and welfare which includes but is not limited to health and safety, anti-bullying, protection of children online/online safety, mental health, child to child violence and abuse, behaviour, and procedures for those with special education needs and disabilities (SEND).
Equality of Application	<ul style="list-style-type: none"> • 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. • All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs.
Up to Date	<p>Our policy is reviewed, approved, and endorsed by the Governing Body annually, when legislation changes or as and when safeguarding arrangements or practice in school necessitates the need for an additional review.</p>
Recruitment	<p>We operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of the current KCSIE and for all recruitment from September 2022 we include online searches as part of our processes.</p>
Communication	<p>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.</p>

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:

<p>Responsibility</p>	<p>A named Senior Designated Safeguarding Lead (DSL) who is part of our leadership team has a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates. Being a member of the leadership team ensures that our DSL has the appropriate status and authority to perform the duties of a DSL role/ post as we recognise that the role carries a significant level of responsibility providing advice and support to other staff on child welfare, safeguarding and child protection matters.</p> <p>Our DSL is provided with time, funding, training and support to conduct their role effectively and to ensure that the Deputy DSLs are also supported in their roles to ensure that they contribute as appropriately to further ensure this.</p> <p>We also have in place Deputy DSLs who support the DSL in their role, who whilst not part of the senior leadership team are members of staff in school who are appropriate to undertake this role in support of the DSL and who also receive training, guidance and support to ensure the overall effectiveness of our policy in practice.</p> <p>We understand and are clear that as a Governing Body we have a strategic leadership responsibility for our safeguarding arrangements and ensure that we comply with our duties and responsibility under legislation to achieve this, ensure that our policies, procedures and training are effective and comply with the law at all times. Operationally the application of policies and procedures adopted by our Governing Body is a delegated responsibility to the Head teacher where they are required to ensure that these are understood and followed by staff.</p>
<p>Clarity of Understanding</p>	<p>A description of what child abuse and exploitation 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, concerns about the actions of a staff member, governor, or volunteer. This includes concerns that are raised about a child from their home life, wider community and/or time spent online.</p>
<p>Responsibilities are clearly understood which include</p>	<p>Our Headteacher ensures that our policies and procedures, adopted by the Governing Body are understood, and on behalf of the Governing Body ensures that such documents are followed/ enacted by staff through the practices and expectations that are operated and enforced in school</p>

	<p>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 safety concerns and NSPCC help lines are made available to ALL.</p> <p>A code of behaviour for staff, Governors, and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures (and our low level concerns policy). Our staff are also clear on our ‘low level concerns’ policy, how it applies to them, and this is also outlined in our staff code of conduct, alongside, whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/ pupil relationships and communications including the use of social media.</p> <p>A safe recruitment⁸, selection and vetting procedure which is embedded and effective and that includes 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.</p> <p>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.</p> <p>Requirements for staff, Governors 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 abuse¹, honour based abuse, forced marriage, female genital mutilation, children who live away from home or go missing², child sexual exploitation, child criminal exploitation, serious violence (including that linked to county lines) and violent crime, race and racism ,extremism and child on child abuse including harmful sexualised behaviours³ . ALL staff are required to read Part One and Annex B of the current KCSIE for further information on safeguarding issues. We also ensure that we regularly review matters that arise in school (including those that are Low Level Concerns) and unsubstantiated matters to consider lessons learned and how we can review/ update our policy and practice.</p> <p>ALL including Governors receive appropriate safeguarding training at induction. ALL are also required to attend regular updates on training and practice. In attending both induction and regular updates/ training from a strategic viewpoint this ensures that our Governing Body can provide strategic challenge to test and assure</p>
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¹ Including engagement with the Operation Encompass scheme between police, children’s social care and schools

² Including engagement with the Operation Endeavour scheme between police, children’s social care and schools

³ In accordance with current KCSE part five

themselves that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.

We understand our 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 training¹ to raise awareness of the Prevent agenda² and issues of extremism and radicalisation.

Our Safeguarding Policy and procedures are tailored to our children and their needs and consider 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 or part of a homeless family or family with prisoner or offending parents or carers, 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.

In line with the current KCSE and the recent review of Children in Need,³ teachers of children with an allocated social worker (or have previously been allocated a social worker), will be supported to promote their welfare and educational outcomes.

Signs and indicators of abuse can be [found here](#) on the NSPCC website.

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 the lead person for mental health issue – inextricably linked to the DSL or deputy).

All staff are aware that Domestic Abuse can encompass a wide

¹ Available through the North Tyneside e-learning [here](#) or [Home Office e-learning](#)

² [Advice](#) on The Prevent Duty for schools

³ [DFE Review of Children in Need, June 2019](#)

	<p>range of behaviours and may be a single incident or a pattern of incidents. The abuse could be psychological, physical, sexual, financial, or emotional. Children may see, hear, or experience the effects of domestic abuse at home or in their own intimate relationship. This can have a detrimental and long-term impact in their health, wellbeing development and ability to learn.</p> <p>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.</p> <p>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.</p>
Record Keeping/ Confidentiality	<p>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.</p> <p>Guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.</p> <p>The Data Protection Act 2018 and UK GDPR do not prevent the sharing of Information for the purpose of keeping children safe.</p> <p>We will transfer pupils Child Protection files to other schools or colleges within 5 days for an in-year transfer or within 5 days of the start of a new term to allow the new school to have support in place for when the child/ young person arrives. This is a responsibility of the DSL who ensure secure transit and obtain a confirmation of receipt from the new school.</p> <p>Our DSL will, in addition to the child protection file, consider if it is appropriate to share any information with the new school in advance of a child leaving. Anything that we share will take into consideration Data Protection/ GDPR, confidentiality, etc with reference to Annex C/Role of the DSL within KCSE.</p> <p>As a receiving school of an in-year transfer we will ensure that key staff, including the DSL, SENCO, SEND lead, etc are aware of any child protection matters relating to the pupil as required.</p>

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 in a safe environment helps prevention.

In school we will therefore:

Adults	Children/Young People
<ul style="list-style-type: none"> • 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 (and Annex A), Code of Conduct/Staff behaviour Protocol (including the procedures for reporting low level concerns) identity and role of the Designated Safeguarding Lead (DSL) and any deputies, pupil behaviour policy (which now needs to include measures to prevent bullying, including cyberbullying, 	<ul style="list-style-type: none"> • Ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty. • Establish and maintain an ethos where children/young people feel secure, are encouraged to talk, and are listened to. • Ensure all staff should be able to reassure children and young people that they are being taken seriously and that they will be supported and kept safe. A victim should never be

<p>prejudice-based and discriminatory bullying), child on child abuse policy and the school's response to children missing education and whistleblowing procedures.</p> <ul style="list-style-type: none"> • Ensure that staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. • 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 and online safety training as soon as reasonably possible after their appointment • 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. • Ensure that all staff receive training endorsed locally on child protection at least every three (3) years. The Safeguarding Lead Governor will also be required/supported to attend this training. • Ensure that the DSL (s) and/or deputies (DDSLs) attend North Tyneside Safeguarding Children Partnership (NTSCP) multi-agency safeguarding Training every two (2) years. • In addition to DSL formal training and any general staff updates, the DSL/DDSLs 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 	<p>given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.</p> <ul style="list-style-type: none"> • 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. • Develop and deliver a robust curriculum which is fit for purpose to equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help. • Children are taught about safeguarding, (including online and the use of mobile and smart technology)¹, 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)². • 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. • Support pupils and parents/carers as
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¹ See DfE guidance on Teaching Online Safety in Schools [available here](#)

² 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. Guidance [available here](#).

<p>regular intervals and at least annually.</p> <ul style="list-style-type: none"> • Our DSL is part of our leadership team and are provided with time, funding, training and support to conduct their role effectively and to ensure that the Deputy DSLs are also supported in their roles to ensure that they contribute as appropriate. • We also encourage the inclusion of service provider teams who are based on site being included in training and/ or updates. • We ensure our DSL has and takes lead responsibility for safeguarding and child protection (including online safety and the use of mobile and smart technology). They function as source of support, advice and expertise for staff and a point of contact with safeguarding partners. This responsibility is also clearly noted in the DSL/ role holder's job description and takes into consideration Annex C of KCSE. 	<p>we increasingly work online to understand the risks associated with online content, contact, conduct and commerce and the importance of being safe online.</p>
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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 DDSLs) or Designated Teacher for Looked After Children

(LAC)¹ 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 an allocated social worker (or have previously been allocated 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.²

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 pastoral and academic support and adjustments that may need 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 and that this might include where a child/young person may be witnessing (or have witnessed) ill treatment of others. In addition to our overarching principles which operate to ensure child protection is effective we also have 5 areas of focus. We believe 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:

- 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">• We have a DSL for Child Protection who is part of the school's senior leadership team and has the authority to act.• 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.• Our DSL is provided with time, funding, training and support to conduct their role effectively and to ensure that the Deputy DSLs are also supported in their roles to ensure that they contribute as appropriately to further ensure this.• The DSL and their Deputies will undertake appropriate local North Tyneside Safeguarding Children Partnership (NTSCP) multi agency safeguarding training every two (2) years.• We have 7 appropriately trained and experienced Deputy DSL's (DDSL's) in school and these arrangements are clearly
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¹ In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

² [DFE Review of Children in Need, June 2019](#)

	<p>communicated to staff, supply staff, agency workers, volunteers, and Governors.</p> <ul style="list-style-type: none"> • 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 ¹ • All staff, supply staff, agency workers, volunteers, Governors and other adults supporting/working in school know 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. • 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. • All Governors are required to undertake induction training and will also be required/ supported to receive regular updates on safeguarding and child protection matters, to ensure that they are able to fulfil their strategic responsibilities for our safeguarding arrangements and that they comply with their duties under legislation and to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. • On induction, all staff, supply staff, agency workers, volunteers and Governors will be provided with a copy of our Child Protection Policy, safeguarding arrangements (including procedures for child on child abuse, online safety, children missing education, pupil behaviour and recognising the additional vulnerabilities of those with SEND), code of conduct/behaviour/low level concerns protocols for staff, Part 1 of the current KCSE (including Annex B (if working directly with children) the Whistle Blowing Policy and guidance for safer working practices from the Safer Recruitment Consortium. ALL will be supported and then expected to understand how these policies and guidance documents apply to their role in school. • 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 Help Line's which include the Whistleblowing helpline and the Report Abuse in
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¹ 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>Education helpline. 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).</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • The DSL and DDSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex C of the current Keeping Children Safe in Education. • 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. • 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 Local Threshold Guidelines. • This policy is accessible to ALL, is placed on both the school's website and paper copies will also be available in school from the Headteacher's PA, for colleagues to access who do not have day-to-day access to a school network, PC, or electronic device. • 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. • As a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor. This provides updates of practice that operates in school, including but not limited to any changes linked to legislation, development of good practice, analysis of current safeguarding patterns and trends (including low level concerns), feedback from staff and
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	<p>the child's voice linked to safeguarding practice in school. This is 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 11¹ audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP) to further evidence that safeguarding arrangements are effective.</p> <ul style="list-style-type: none"> • 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. • We understand our duties and responsibilities in relation to the rights and freedoms of everyone in the UK to work or be educated in an environment that that does not discriminate. We are aware of our duties and responsibilities within the Human Rights Act 1998, Equality Act 2010 and the Public Sector Equality Duty (PSED) the latter placing a general duty and due regard for the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act) to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. This duty and awareness ensure we whenever significant decisions are being made or policies, developed, give specific consideration to the equality implications of such. • All staff, supply staff, agency workers, volunteers and Governors receive regular updates and training on our policy, practice and expectations in equality, inclusion and diversity principles to ensure that our knowledge is as up-to-date as possible and that we do not operate in an environment where bias, including unconscious is accepted.
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<p><u>Training & Awareness for ALL</u></p> <p>The DSL for child protection in school will ensure all relevant 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"> • All staff 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. • 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. • All staff will receive locally endorsed child protection training for school based staff at least every three (3) years.
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¹ 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

	<ul style="list-style-type: none"> • All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. • All staff are aware that a child or who is lesbian, gay, bi or trans (LGBT) or who is perceived as others to be LGBT can be targeted by other children. These risks can be compounded when they lack a trusted adult with whom they can be open. Staff should endeavour to reduce any additional barriers and provide a safe space for them to speak out or share their concerns. • 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. 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. • 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 ¹. • The DSL and the DDSL's will attend North Tyneside Safeguarding Children Partnership (NTSCP) multi agency safeguarding training every two (2) years. • 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, via their appraisal/mentor process and in taking time to read and digest safeguarding developments. • Opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols by through staff briefings and updates, pastoral team meetings, whole school CPD and performance management and appraisal. • ALL are provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> ○ who to contact when they have a concern (attached as reference document A) ○ information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B) ○ any amendments to practice where Covid-19 regulations require a change in staffing, contact with children, other arrangements etc. (attached as
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¹ For service providers staff based in school we are clear that those staff are also supported to understand how their employer's policy and practices align into our school policy and safeguarding culture.

	<p>reference document C).</p> <p>As the current KCSE includes research linked to Serious Case Reviews¹, 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 with the right people within and between agencies, 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 found here</p>
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<p><u>Role & Responsibilities of the DSL</u></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 they are responsible for which ensures that all relevant persons in school are also clear on the role of the DSL and DDSL's</p>	<ul style="list-style-type: none"> • 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. • Our DSL is provided with time, funding, training and support to conduct their role effectively and to ensure that the Deputy DSLs are also supported in their roles to ensure that they contribute as appropriately to further ensure this. They have a job description that is clear on their responsibilities as a DSL, are part of the leadership team, have the authority to act/ make decisions and are aware of their overall responsibilities as noted in Annex A and throughout KCSE. • 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, guidance and practice are updated and implemented in a timely way • 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 return e.g. a Section 11 audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP). • Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and
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¹ An analysis of Serious Case Reviews can be found [here](#)

	<p>child protection matters including attendance and written reports at meetings.</p> <ul style="list-style-type: none"> • 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. • Ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations. • 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.
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<p><u>Safeguarding _____ in Practice</u></p> <p>The DSL will ensure all relevant persons:</p>	<ul style="list-style-type: none"> • 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. • Understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the Local Threshold Guidelines to prevent concerns escalating. • Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. • Ensure that all staff know what to do if a child tells them he/she is being abused, neglected, harmed, or exploited (including from another child/ren or young person and via online incidents) 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 not be in the best interests of the child. • Ensure all staff understand the importance of challenging inappropriate behaviour between children, many of which are abusive in nature and not just downplaying it as this can lead to a culture of unacceptable behaviour. • 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
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	<p>professional including following the Female Genital Mutilation (FGM) mandatory reporting duty ¹.</p> <ul style="list-style-type: none"> • 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. • 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 available here and paper copies will also be available in school from the Headteacher’s PA for colleagues to access who do not have day-to-day access to a school network/PC. • Understand the need to be vigilant in identifying cases of harm/abuse and are able to immediately report concerns when they arise. • Ensure all staff should be able to reassure children that they are being taken seriously and that they will be supported including incidents between peers. • 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. • Ensure confidentiality protocols are adhered to and information is shared appropriately. • Know how to support and to respond to a child/young person who tells of harm, abuse, exploitation, or other matters that have the potential to be a cause for concern/harm by following the following guidance. <p>RECEIVE</p> <ul style="list-style-type: none"> • React calmly; be aware of your non-verbal messages • If you don’t understand the child’s communication method, reassure the child, and find someone who can • Don’t interrogate the child, observe and listen, use active listening techniques • Don’t stop a child who is freely recalling significant events • Keep responses short, simple, slow, quiet and gentle • Don’t end the conversation abruptly <p>REASSURE</p> <ul style="list-style-type: none"> • Tell the child they are not to blame; and have done the right
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¹ 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 B of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

	<p>thing by telling you</p> <ul style="list-style-type: none"> • Tell the child what will happen next; be honest about what you can and can't do • Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else' <p>REACT</p> <ul style="list-style-type: none"> • Explain what you have to do next and whom you have to tell • Inform the Designated Safeguarding Lead (DSL) or DDSL immediately • 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 • 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"> • addressed • managed sensitively and effectively • dealt with in a timely manner • dealt with in accordance with schools agreed policies/practices, including the reporting of low level concerns policy and Whistleblowing Policy • Be aware of and involved (as applicable) in operating within safer recruitment policy and practice ensuring that safeguarding is included as an essential part of the school's overall approach to safeguarding; and to ensure that the staff handbook/ behaviour policy is regularly updated/ reviewed (at least annually) to ensure that expectations of staff continue to be aligned to safeguarding good practice. • 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. • 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. They understand even if there are no reports it does not mean it is not happening, it may be the case it is not reported. <p>Child on child abuse is most likely to include the following which can often have online elements:</p> <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying). • abuse in intimate personal relationships between peers. • physical abuse such as hitting, kicking, shaking, biting, hair
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	<p>pulling, or otherwise causing physical harm</p> <ul style="list-style-type: none"> • sexual violence, such as rape, assault by penetration and sexual assault. • sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment including misogynistic/misandrist messages, which may be standalone or part of a broader pattern of abuse. • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. • consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery). • upskirting, which typically involves taking a picture under a person's clothing without their permission. • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). <ul style="list-style-type: none"> • Our full school procedures on 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 separate child on child abuse policy document. • 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.
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<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"> • 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. • Contacting the Children's Social Care Front Door service for information, advice and/or guidance (including use of the MASH professional helpline), following the early help pathway where relevant, or to make a referral where there are concerns about harm a child/young person. • Ensuring that all relevant persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DDSL. • 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. They should then report any actions to the DSL/DDSL as soon as is practically possible. • 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
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	<p>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.</p> <ul style="list-style-type: none"> • Ensuring that the school have in place a Designated Teacher for looked-after children and previously looked-after children, and that their contact details are noted in the information attached at the end of this policy. • The DSL will work with work with the Headteacher and relevant strategic leads (such as the Designated Teacher for looked-after children and previously looked-after children) to ensure children who have been allocated social worker or have previously been allocated a social worker are supported with their welfare and educational outcomes. This is in line with the recent review of Children in Need.¹). • 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 these children in school and meet their needs. • 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. • When teaching about safeguarding, a one size fits all approach may not be appropriate for all children especially those with SEND or who have been victims of abuse. • 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.
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<p><u>Teaching & Learning</u> <u>and</u> <u>Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<ul style="list-style-type: none"> • Children are taught about safeguarding, including online and mobile smart technology, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This will include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)². • That as we increasingly work online we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place.
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¹ [DFE Review of Children in Need, June 2019](#)

² 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. Guidance [available here](#).

	<ul style="list-style-type: none"> • 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. • The Governing Body carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks children face. • In accordance Part 2 and Annex D 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 technology¹ and have established mechanisms to identify, intervene and escalate any incident where appropriate. • 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, gang or organised crime involvement and sharing nudes or semi-nudes which is also known as youth produced sexual imagery². • Staff have an awareness issues can manifest themselves via 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. • Staff are clear on school policy and procedures for managing child on child abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE. All staff are clear that there is a zero tolerance approach to sexual violence and sexual harassment. • All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. • Ensure (alleged) perpetrators are offered support as they may also have unmet needs and any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
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¹ See DfE guidance on Teaching Online Safety in Schools [available here](#)

² Guidance is available in [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](#)

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. This can be particularly relevant, for example, in relation to impact on children of all forms of domestic abuse.

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 pupils through:	<ul style="list-style-type: none">• The content of the curriculum to encourage self-esteem and self-motivation.• The school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.• The school's pupil behaviour policy which is aimed at supporting vulnerable pupils in school including those with mental health difficulties.• 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.• 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.• Liaison with other agencies as appropriate which support the pupil including child and adolescence mental health services where appropriate.• A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.• 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.• 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.• 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>• Ensuring that when a pupil subject to a child protection plan
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	<p>leaves or the school holds relevant safeguarding information, this will be transferred to the new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will help them put in place the right support to safeguard this child and to help the child thrive in the school. This will be transferred separately from the main pupil file (in accordance with the current KCSE), ensuring secure transit and confirmation of receipt will be obtained.</p>
<p><u>Special Educational Needs (SEN) and Disability</u></p>	<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"> • Assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child’s disability without further exploration. • Being more prone to peer group isolation or bullying (including prejudiced based bullying) than other children. • That children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs. • Communication barriers and difficulties in overcoming these barriers. <p>To address these additional challenges, staff are made aware of these increased vulnerabilities for children/young people with SEND.</p>

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

<p>In school we will:</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 school¹.
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¹ 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)).

- Ensure that all staff, supply staff, agency workers and volunteers (including Governors) are appropriately inducted and supported following their appointment (including the allocation of a buddy/mentor).
- 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 (which includes procedures for reporting low level concerns, whistleblowing, acceptable technologies (including use of mobile devices) staff/pupil relationships and communications including use of social media), and the Safer Consortium's 'Safer Working Practices for Adults who work with Children and Young People'. Please note, from April 2020, this also included an addendum in relation to potential changes to working practices due to the Covid-19 lockdown. Both versions are [available here](#).
- 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).
- 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.
- Ensure allegations are dealt with properly where school is not the employer e.g. allegations against supply staff/teachers, contractors and volunteers. 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 allegations and will keep the agency involved and informed throughout any cases of allegations against their agency/supply workers.
- Ensure that where we use an organisation that is not a supply agency, but where we have concerns regarding safeguarding or poor practice that these concerns are raised with the third party/ external organisation. It may be that this could include low level concerns. We will in these instances, as appropriate discuss matters with the Local Authority Designated Officer (LADO) so that are advised/ informed of such matters where we do not have direct responsibility for the management of such matters.

Allegations Management:

- implement the procedure for dealing with allegations of abuse against staff (see reference document c below)

	<p>and all other relevant Safeguarding and Child Protection policies. If an allegation is established to have foundation, they should ensure that they have sufficient information to meet the DBS referral duty criteria.</p> <ul style="list-style-type: none">○ 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.• We will the procedure for dealing with allegations of abuse against staff along with the low level concerns policy for all managing allegations, or concerns (no matter how small) in school.• For all cases that have been considered and have been found to be either unfounded, false, malicious or unsubstantiated the case manager (and the LADO is they have been involved) will consider the facts of the case and determine whether any lessons can be learned and if improvements can be made in our policies and practice, including training and updates.
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Reference Document A

Monkseaton High School

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

(*these details will next be reviewed September 2023 to ensure that they remain relevant)

Designation/Role	Contact Details	
Head Teacher	Name: Ms J Suddes	Tel: 0191 2979700
Chair of Governors	Name: Mrs A Welsh	Tel: 0191 2979700
Designated Safeguarding Lead (DSL):	Name: Ms K Davison-Kerr	Tel: 0191 2979700
Deputy Designated Safeguarding Lead (DDSL):	Name: Ms J Suddes Mr G Thompson Mr S Hay Mrs K Hay Ms P Marshall Mr Carl Angell-Moir Mr Joseph Lazell Mrs Rachel Orr	Tel: 0191 297 9700
Designated Teacher for Looked After Children	Name: Ms K Davison-Kerr	Tel: 0191 2979700
Designated Safeguarding Governor:	Name: Mrs A Welsh	Tel: 0191 2979700
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 Help Lines:	National Whistleblowing helpline 0800 028 0285 help@nspcc.org.uk	Report Abuse in Education helpline 0800 136 663 help@nspcc.org.uk
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 Policy (including racist, disability, and homophobic or transphobic abuse)
2. Attendance Policy
3. Statement for dealing with allegations of abuse against staff including supply teachers, volunteers and contractors
4. Student Behaviour Policy (including exclusions)
5. Children Missing Education Policy
6. Complaints Procedure
7. Data Protection Policy
8. Freedom of Information Policy and Publication Scheme including Privacy Notices.
9. ICT & E-safety incl Social Networking Policy
10. Acceptable use of ICT statement
11. Mobile Phone policy
12. First Aid Policy
13. Health & Safety Policy
14. Special Educational Needs and Disability (SEND)
15. Induction procedures
16. Community Use (Lettings) Policy
17. Supporting Students With Medical Conditions Policy
18. Child on Child Abuse Policy *including 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*
19. Equalities Policy
20. PSHE policy, including RSE policy (Relationship and Sex Education)
21. Staff Code of Conduct
22. Low Level Concerns Policy
23. Visitors Policy
24. Whistle Blowing Policy

Reference Document C

Statement For Dealing With Allegations of Abuse Against Staff

1. Aims

All schools are required to have a statement of procedures for dealing with allegations of abuse against staff. This statement aims to detail the procedures for dealing with complaints / allegations of abuse against staff that are likely to require a child protection investigation.

2. Legislation and guidance

This statement is based on guidance found in Keeping Children Safe in Education.

3. Allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

3.1. Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted.

If in doubt, the case manager will seek views from the school's HR adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

3.2. Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

3.3. Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1

working day, and the individual will be given a named contact at the school and their contact details.

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against staff (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a member of staff will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

3.4. Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.
- The Governing Body / Headteacher will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation.
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part

of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

3.5. Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week.
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days.
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days.

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

3.6. Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate.
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

3.7. Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

3.8. Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, decisions reached and the outcome.
- A declaration on whether the information will be referred to in any future reference.

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

3.9. References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.
- Include substantiated allegations, provided that the information is factual and does not include opinions.

3.10. Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension.
- Whether or not the suspension was justified.
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

3.11. Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

4. Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion.
- Complaint.
- Disclosure made by a child, parent or other adult within or outside the school.
- Pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

4.1. Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, and / or
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating or offensive language.

4.2. Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empowering staff to share any low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

4.3. Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Code of Conduct. Further details can be found in the Low Level Concerns Policy.

4.4. Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority.
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

4.5. References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.