

Safeguarding and Child Protection Policy



Written by	JS, JW
Date for review	Jan 2022 <i>(or as legislation determines)</i>
Headteacher	<i>Orumaw</i>
SLT	S Marshall, S Hollywood, R Blakey, J Potter
Review Dates Confirmed	<ul style="list-style-type: none">• July 2019 (JS/JW/governors)• COVID-19 addendum added March 2020, January 2021

Safeguarding and Child Protection Policy for New York Primary School

September 2019

Content

Introduction	
INTRODUCTION.....	PAGE 3
GOVERNING BODY - CHILD PROTECTION RESPONSIBILITIES.....	PAGE 6
FOUR MAIN ELEMENTS TO OUR POLICY.....	PAGE 15
-	
PREVENTION.....	PAGE 15
- PROCEDURES.....	PAGE 17
- SUPPORTING PUPILS.....	PAGE 27
- PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN / YOUNG PEOPLE.....	PAGE 28
CONTACT DETAILS FOR CHILD PROTECTION.....	PAGE 30

REFERENCE DOCUMENTS

REFERENCE DOCUMENT A: Contact Details

REFERENCE DOCUMENT B: KEY CONCEPTS AND DEFINITIONS

REFERENCE DOCUMENT C: SPECIFIC SAFEGUARDING ADVICE

REFERENCE DOCUMENT D: GUIDANCE FOR STAFF ON RECEIVING A DISCLOSURE

REFERENCE DOCUMENT E: LINKS TO OTHER PROCEDURES IN SCHOOL

REFERENCE DOCUMENT G: REFERENCES AND USEFUL SOURCES OF INFORMATION AND ADVICE

ADDENDUM RE COVID-19

INTRODUCTION

It is imperative that all schools fully recognise the responsibility they have regarding arrangements for safeguarding and promoting the welfare of children. We define Safeguarding as 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 2 to 11 years, however we are aware that children includes everyone under the age of 18.

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

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

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

Terms used in this document

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

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 that 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/ colleges should give effect to their duty to safeguard and promote the welfare of their pupils.
- the governing body of a maintained school¹ must 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 ... must 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 statutory guidance **Working Together (2020)** as:

*protecting children from maltreatment;
preventing impairment of children's 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 (Sept 2019) outlines:

Safeguarding and promoting children's welfare is everyone's responsibility and includes providing a safe environment in which children can learn. Everyone who comes in to contact with children and their families/carers has a role, to play in safeguarding children. All school staff are particularly important as they are in a position to identify concerns early and provide help for children and prevent escalation. Early Help means providing support as soon as a problem emerges. Approaches should be child centred and consider at all times the best interests of the child.

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.

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

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,

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.

staff, volunteers and parents/carers. Therefore, safeguarding arrangements should be considered in conjunction with the procedures outlined the document listed in Reference Document B

The policy was reviewed and ratified in January 2021 and will be reviewed again in January 2022 or sooner if required.

Signed by Head Teacher *Ohmaw*

Signed by Chair of Governors.....

Signed by Safeguarding Governor.....

GOVERNING BODY - CHILD PROTECTION RESPONSIBILITIES

All schools are required to have in place a range of measures which support safeguarding in schools. The Child Protection Policy is one of those measures. All governing bodies have a

responsibility to ensure that child protection, safeguarding and promoting the welfare of children are paramount in how the school operates and are embedded within the schools operating practices and culture.

All governing bodies must therefore ensure the following procedures are in place in accordance with Working Together to Safeguard Children (2020), Keeping Children Safe in Education (Sept 2019), Multi-agency Safeguarding Arrangements and (LA) guidance and locally agreed inter-agency safeguarding procedures. This includes the completion of the S11 audit which must be completed and returned to North Tyneside Local Safeguarding Children’s Board, (NTSCB) within the required timescales.

New York Primary School’s Governing Body fully recognises that it needs to ensure that the Child Protection policy clearly demonstrates how child protection matters are managed in school.

Please Note: ***Within the policy where it refers to ALL it is noted as meaning – all staff, agency workers and volunteers (including Governors).***

The governing body will ensure that the following are in place:

Child Protection Policy

New York Primary School 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 reference to 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 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 LADO), Joanne Dean or 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 ● reference to all associated policies and procedures which promote children’s safety and welfare e.g. with regards to: health and safety, anti-bullying, protection of children online.
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

	<ul style="list-style-type: none"> all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
Up to Date	our policy is reviewed, approved and endorsed by the Governing Body annually or when legislation changes
Recruitment	we operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of the current KCSE (2019)
Communication	children and parents/carers are informed of the policy and procedures and a copy of placed on the school website. Paper copies are available from the school office for those who cannot access the school website online.

CHILD PROTECTION PROCEDURES AND SYSTEMS

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

Our child protection procedures are linked to the local Multi-agency Safeguarding Arrangements³.

Responsibility	a named senior designated safeguarding lead (and deputy/ies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a governor, staff member or volunteer
Responsibilities are clearly understood	<ul style="list-style-type: none"> 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 eSafety concerns and NSPCC help lines are made available to ALL a code of behaviour for governors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures

³ Following the publication of Working Together 2020, LSCB arrangements will be revised. In line with recommendations from the Wood review (2016) and Working Together (2020), a new statutory framework for multi-agency safeguarding arrangements will replace LSCBs from Sept 2019. Associated policies, procedures, audits and processes will be updated in due course.

	<ul style="list-style-type: none"> ● safe recruitment^{4[1]}, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect contact with children ● 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 ● requirements for governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of eSafety, domestic violence^{5[2]}, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, race and racism ,extremism and peer on peer abuse including harmful sexualised behaviours⁶ ● School understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training⁷ to raise awareness of the Prevent agenda⁸ and issues of extremism and radicalisation ● our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact, including those who are at increased risk of abuse due to either their age and/or dependence on adults including being part of the Operation Encompass scheme running in the local authority. Operation Encompass ensure 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.
--	---

^{4[1]} In accordance with Part Three of the current KCSE2019

^{5[2]} Including engagement with the [Operation Encompass scheme](#) between police, children's social care and schools

⁶ In accordance with Part Five of the current KCSE

⁷ Available through the North Tyneside e-learning available [here](#) or [Home Office e-learning](#)

⁸ [Advice](#) on The Prevent Duty for schools

In line with recommendations from the Wood review (2016) and Working Together (2020), a new statutory framework for multi-agency safeguarding arrangements will replace LSCBs from Sept 2019. Associated policies, procedures, audits and processes will be updated in due course.

Record Keeping/ Confidentiality	<ul style="list-style-type: none"> • 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. • guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.
------------------------------------	---

- The Child Protection Policy has been adopted and formally implemented with supporting relevant procedures and practices in place;
- ALL have received a relevant and appropriate induction that includes child protection arrangements.⁹
- ALL have access to, understand, know its location and are clear on how it relates to them in their role in school and how it relates to child protection practices which operate in school.
- ALL know the Child Protection Policy is embedded in the actual operating practices which are in place in school.
- ALL know the Child Protection Policy is subject to periodic updates for all adults 'working'¹⁰ in school - in particular, after it has been reviewed by the governing body (annually and/ or following a required review).
- An action plan is in place against which school will self-assess.
- Action plan is presented to governors as part of annual report.

Whistle Blowing Policy

- We have in place an effective Whistle Blowing Policy that ALL have access to, understand, know its location, are clear on how it relates to their role in school and how it relates to the Safeguarding and Child Protection Policy and operating practices which are in place in school. A copy of this policy is on the school's shared drive and is available from the school office upon request. There is an NSPCC information poster with telephone number displayed in the staff room and school office.

Access to the Safeguarding and Child Protection Policy – Non Staff

- The Child Protection Policy is made available to parents and a copy of placed on the school website. A copy of this policy is available from the school office upon request.

Staff Code of Conduct

- We have in place a Staff Code of Conduct.

⁹ It is a statutory requirement in school for all new staff to be advised of the code of conduct and child protection policy as part of induction.

¹⁰ 'working' in this instance does not mean employment – this relates to all of those adults who are directly employed by the school, placed via an agency/supply organisation or a volunteer – including governors, who have access to children/young people (or who could be by the very nature of what they do, or the time they spend in school could result in them being viewed by children as being a 'safe' adult in school).

- ALL have been issued with a copy of the document and understand how it relates to their role in school.
- All have received induction¹¹ training that records they have been provided with a copy of this document and that the individual has been guided through the document so that they clearly understand the expectations that the school places upon them in relation to their behaviour/conduct in their role in school.

Safer Working Practices for Adults who work with Children and Young People

- There are effective practices in place which support the operation of the Safer Working Practices for Adults who work with Children and Young People. Our school uses the guidance provided from the Safer Recruitment Consortium made up of NSPCC, National Association of Special Schools and Child Protection in Education Foundation. A copy of the Guidance for Safer Working Practices is available to all staff in the staff room and on the school shared drive.
- This guidance applies to ALL and forms part of a relevant and appropriate induction. Individuals have been supported to understand its content, what this means to them in their role in school and what is expected of them.
- This document is subject to periodic reviews and once it has been reviewed we ensure that ALL are updated/re-reminded of the content therein.

Practices which support Keeping Children Safe in Education (Sept 2019)

- There are practices in place which support Keeping Children Safe in Education 2019.
- School Leaders and those staff who work directly with children should also read Part one of the document.
- There are mechanisms in place ensuring that ALL read and understand the content therein, by regularly discussing any changes/updates and advise/confirm/remind how this applies to them in their role in school.
- We are aware of this document and ensure we directly access any changes/updates that are made at a national level and ensure that once it has been updated we
 - reflect those changes within the documents and practices which operate in school in relation to child protection
 - re-issue/provide copies to ALL
 - ensure that ALL are updated and reminded of the content therein, note any changes and/or updates and advise, confirm and remind ALL how this applies to them in their role in school.

Safer Recruitment

- All recruitment includes at least one member of the leadership team and/or a school governor who have taken part in safer recruitment training (and/or the 5 year refresher).
- We have in place an effective Recruitment & Selection Procedure which follows the guidance to support Safe Recruitment practices which comply with Keeping Children Safe in Education (Sept 2019), and that these Recruitment & Selection practices apply equally to ALL.
- We ensure that all appropriate and relevant checks are carried out on ALL who will work with children before they are appointed to a role in school.

¹¹ It is a statutory requirement in school for all new staff to be advised of the staff code of conduct and child protection policy as part of induction.

Induction

- We have in place an effective and appropriate Induction process for ALL.
- Each induction process is tailored to the role that the individual undertakes in school and that a nominated person is responsible for supporting the induction process.
- We determine and operate an 'induction checklist' which is able to support and evidence the practices operating in school relating to child protection as well as support an individual to operate effectively within the schools policies and practices which relate to child protection and safeguarding. Part one of the KCSE 2019 is available and where necessary Annex A.
- The 'induction checklist' is tailored to suit the role that the individual is undertaking within school and that as progress is made through the 'induction checklist'; that this is recorded.
- Irrespective of role – ALL staff should be aware of the following policies

Safeguarding and Child Protection
Behaviour
Code of Conduct

All staff should also know the protocols for children missing from education and the role and identity of the DSL and deputy DLSs and be given a copy of Part One of the KCSIE 2019.

- We actively use induction and probationary periods to ensure that individuals who are appointed to roles in school are actively and effectively managed to ensure that they operate within the schools policies, practices and conduct/behaviour policies.

Staff Handbook

- We have in place a Handbook (Code of conduct) for staff which clearly documents all of the relevant policies and practices that operate within school and that employees need to be aware of. All staff are issued with a copy at the start of the year and a copy is in the staff room.
- The Staff Handbook includes a section on child protection and safeguarding.
- The Staff Handbook notes the nominated person(s) in school who are Designated to be responsible for child protection.
- The Staff Handbook is drafted to support all staff that are employed to work in school and will be tailored to ensure that it can support those individuals directly employed by the school and those directly employed via an agency but placed in school.

Volunteers in School Policy and Guidance

- We have in place a Volunteers in School Policy and Guidance which clearly documents all of the relevant policies and practices that operate within school and which volunteers are aware of in relation to child protection and safeguarding.
- The Volunteer in School Policy and Guidance notes the nominated person(s) in school who are Designated to be responsible for child protection.
- The Volunteer in School Policy and Guidance is drafted to support all volunteers who come into school to provide support with children/young people, the wider school community, or curriculum support.

- Within the Volunteers in School Policy and Guidance there are specific areas which relate to more established / long term basis volunteers and those who are with the school for a short term of as a 'one off situation' such as a school trip.

Job Descriptions and Person Specifications

- As part of the schools Safe Recruitment practices all job descriptions and person specifications include an appropriate and relevant child protection responsibility.
- We have in place job descriptions and role responsibility outlines for ALL roles within schools.

DBS Checks – Staff and Agency Workers

- We have in place a policy which ensures that ALL are subject to relevant and appropriate DBS checks for the role that they are undertaking within school.
- We ensure that ALL understand the requirement to have a valid DBS check in place and that they must notify school if their DBS status changes and that they are to notify school immediately.
- We operate an Annual Disclaimer Update Programme for DBS.

DBS Checks – Volunteers including Governors

- We have in place a policy which ensures that all volunteers and governors undertake a DBS check before they are appointed into school (April 2016 guidance) and that these checks are subject to an annual Disclaimer Update Programme for DBS.

Disqualification by Association Regulations

- Where the Regulations apply, all relevant staff are subject to these Regulations as part of the Recruitment/Selection and Appointment process and are reminded that should the status of those that live in their household change, they need to notify school.
- We ensure that assurance is sought from the placing agency that all agency workers have been subject to the Regulations.
- All staff, where the Regulations apply, are subject to an Annual Disclaimer Update Programme for DBS. We ensure that assurance is sought from the placing agency that all agency workers are subject to an Annual Disclaimer Update Programme for DBS.

Procedures for dealing with Peer on Peer abuse (allegations of harm/abuse against children/young people)

- We have in place all appropriate guidance, locally agreed inter-agency procedures and Keeping Children Safe in Education (September 2019), which relate to dealing with allegations of peer on peer abuse. A copy is available on our website.

Lead responsibility for dealing with child protection issues

All designated safeguarding leads and deputies are likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

- We have a named person within the Senior Leadership Team in School who is responsible for child protection and safeguarding. In New York Primary School this is **Mrs Jill Shaw** (Headteacher), Designated Safeguarding Lead
- The individual who holds this role:

- is responsible for providing advice and support to other staff, liaising with and working with other agencies
- will be trained in Child Protection matters to designated person status
- directly supports those staff members who are also nominated by the school to be Designated Deputy Safeguarding Leads for child protection purposes – in relation to CPD, case management and support. In New York Primary School Deputy Designated Safeguarding Leads are **Mrs Jackie Wilbraham** (Deputy Designated Child Protection person and Learning Mentor) and **Mrs Jade Potter** (Deputy Designated Safeguarding Lead and Inclusion Manager), **Mrs R Blakey** (Year 6 teacher and Assistant Headteacher) and **Miss R Eiles** (Reception Teacher). These qualified staff are responsible for ensuring that school has in place all relevant policies and procedures relating to child protection and safeguarding and that these are periodically updated and reviewed **All can be contacted at school on 0191 200 6338.**
- ensure that they link in with the governing body member nominated for child protection and ensure that an annual report is provided to the governing body noting the schools approaches to child protection/safeguarding
- ensure that they themselves and the other Designated Person(s) are aware of who the Designated SGL is within the Local Authority and the requirements to report into and work with them all relevant matters
- are responsible for ensuring that all staff are issued with a list of the designated person(s) within school and the local authority, as well as emergency/other agencies. That this document is included in the schools child protection policy, is issued to ALL and is subject to periodic updates. Updates will be annually and on a regular basis as required.

Child Protection Training

- The Designated Safeguarding Lead and Deputies(s) will undertake training in inter-agency working, plus refresher training at 2 (two) yearly intervals.
- All other staff who work with children will undertake training and refresher training on induction every 3 (three) years.
- It is not enough just to attend training but to demonstrate an understanding of the content. Staff are 'tested' on CP training in the form of a quiz and discussion sessions are held in school to measure staff understanding. This also keeps safeguarding current with all staff.
- Service provider staff are welcome to attend any CPD in school and are provided with Safeguarding protocols to follow.
- From 2015, Governors undertake training and refresher training on inductions every 3 (three) years.
- We ensure that assurance is sought from the placing agency that all Agency workers placed in school have received child protection training in the last 3 years. Where this cannot be evidenced, we ensure that the Agency worker is provided with a copy of the schools policy and any additional appropriate/relevant information as part of their induction.
- Opportunities are provided for staff to contribute and shape safeguarding procedures and arrangements. Safeguarding is a standing item on the weekly staff meeting agenda.
- Volunteers and visitors will have appropriate child protection induction linked to their role in school.

Safeguarding Governor

- We have in place a governing body member who is identified as being the lead governing for safeguarding. The governor is **Mrs Gill Kemp**.

- All governors will be invited to attend all staff annual CPD updates in relation to safeguarding and child protection. The safeguarding governor and Chair of Governors should attend whole school training and updates from the DSL or arrange through other mechanisms such as Governor Services CPD.
- We have in place a protocol that in the event of a child protection matter which relates to the Head teacher, the role in school that is commonly operated by the Head Teacher, is re-designated on an interim basis, and that a member of the governing body is nominated to liaise with the Designated Officer within the Local Authority on this matter.
- The safeguarding governor works with the Designated Safeguarding Lead to ensure that an annual report is presented to the Full Governing Body noting the policies, procedures and practices that we have in place to support child protection and a safeguarding culture operating effectively within school.

Visitors Acceptable Use Policy

- We have in place a Visitors Acceptable Use Policy and Protocol for visitors on their arrival at school. This is consolidated into the visitors 'signing-in' process which operates in school, which ensures that all visitors are aware of the schools standards of behaviour/expectations of visitors when they are on the school site. The VAU Policy is in line with HR visitor protocol guidance.
- The signing in protocol includes child protection and wider safeguarding arrangements.

There are four main elements to our 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.

3. SUPPORT TO PUPILS

- who may have been harmed / abused.

4. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

- including 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.

Also included within our policy are reference documents which further support the application of our policy within school.

1) PREVENTION

The safety and well-being of all of our pupils is our highest priority. It is our responsibility to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety and can develop his/her full potential and feel positive about him/herself as an individual.

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

In New York Primary 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 KSCIE, Code of Conduct/Staff Behaviour Protocol, identify and understand the role of the Designated Safeguarding Lead (DSL) and any deputies, pupil behaviour policy, the school response to children missing education and whistle blowing procedures. ● provide induction training that is structured to ensure all new staff, agency workers and volunteers (including Governors) can attend appropriate child protection 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 ● ensure that the DSL (s) and/or deputies attend Multi-Agency Training every two (2) years ● in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually. ● we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates. 	<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 ● 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 ● include activities and opportunities in the curriculum which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help ● children are taught about safeguarding, including online (14) , through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE) (15) ● ensure that 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.

14 See DfE guidelines on Teaching Online Safety in Schools

15 The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) mandatory from September 2020.

In New York Primary School we have rigorous and robust procedures in place to ensure that the adults in our school are able to carry out their child protection and safeguarding duties highly effectively.

Our overall school ethos and curriculum are designed to ensure that our children develop and apply the skills, knowledge and understanding to keep themselves safe. This includes a range of systems in school through which children can communicate effectively with adults to ensure that if they need to talk someone will listen and help. (Additional Information is available in appendices – reference document C).

2. CHILD PROTECTION PROCEDURES

In school we follow the procedures set out in interagency procedures in line with Local MultiAgency 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 (see the information attached at the end of this policy - contact details) 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. We understand that the Front Door Service is the access point to the MASH(Multi Agency Safeguarding Hub) which has a multi-agency duty team who offer information, support and services including information about early help and will respond to concerns.

In our school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher or DSL (or any deputies) or Designated Teacher for Looked After Children (LAC)¹² disclosing any information about a pupil to other members of staff on a need to know basis only.

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

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

¹² In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

In our school, we ensure that all staff are aware that any 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. Within school we have consistent recording and reporting systems in place to ensure information is accurately recorded and is shared with the Designated Persons for response and action. (Additional Information is available in appendices – reference document D).

In New York Primary School the governing body ensure:

<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 ● the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description and whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, however, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated ● the DSL and their Deputies will undertake appropriate multi agency training every two (2) years ● we have 5 appropriately trained and experienced Deputy DSL’s (DDSL’s) in school and these arrangements are clearly communicated to staff, agency workers, volunteers and governors ● 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 ¹³ ● all staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/DDSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or deputy DSL 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 Children’s Social Care Front Door service ● all 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 ● on induction, all staff, agency workers, volunteers and governors will be provided with a copy of our child protection
---------------------------------------	--

¹³ 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.
 In line with recommendations from the Wood review (2016) and Working Together (2020), a new statutory framework for multi-agency safeguarding arrangements will replace LSCBs from Sept 2019. Associated policies, procedures, audits and processes will be updated in due course.

	<p>policy, safeguarding arrangements, code of conduct/behaviour protocols for staff, KCSE (Part 1) and the whistle blowing policy and will be supported and then expected to understand how these policies and guidance documents apply to their role in school</p> <ul style="list-style-type: none"> ● all staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/DDSL, Children’s Social Care Front Door service and the NSPCC Whistle blowing Help line. This list will be reviewed regularly but at least annually by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A) ● 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, 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, 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 B 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 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 schools website and paper copies will also be available from the school office for colleagues to access who do not have day-to-day access to a school network/PC ● this policy and its associated guidance is reviewed by the governing body annually and/or following a required review and
--	---

	<p>the lead responsibility for ensuring that this happens is assigned to the DSL</p> <ul style="list-style-type: none"> • as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor to provide updates of the practice that operates in school, including any changes linked to legislation/good practice and our schools own developments/feedback from staff and to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete the a Section 11¹⁴ audit to further evidence that safeguarding arrangements are effective • 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.
--	---

<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, agency workers and volunteers (including Governors) who have contact with children/young people</p> <ul style="list-style-type: none"> • 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 deputy DSL), 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 Multi Agency child protection training for school based staff at least every three (3) years • the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children/young people and also any 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
--	--

¹⁴ 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

	<p>DDSL's which is in line with advice and changing practice – both nationally and locally ¹⁵</p> <ul style="list-style-type: none"> ● the DSL and the DDSL's will attend Multi Agency Child Protection Training every two (2) years for the child protection ● the DSL/DDSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, briefings, network meetings etc 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 discussion and consultation at staff meetings, policy reviews, in house CPD and external development. ● 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) <p>in accordance with the current KCSIE linked to research from Serious Case Reviews¹⁶, where it has been shown the dangers of failing to take corrective action, poor practice has included 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, sharing information too slowly and a lack of challenge to those who appear to be taking action does not occur in school; we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions is 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>
--	--

<u>Role & Responsibilities of the DSL</u>	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 clear on the role of the DSL and DDSL's
---	--

¹⁵ For service providers staff based in school we are clear that those staff are also support to understand how their employers policy and practices align into our school policy and safeguarding culture.

¹⁶ An analysis of Serious Case Reviews can be found [here](#)

	<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) September 2019 (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 ● to ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, 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 an annual return e.g. including a Section 11 audit. ● work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at meetings, 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 ● to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit
--	--

<p><u>Safeguarding</u> in <u>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
---	---

	<p>relevant and linked to the Local Threshold Guidelines to prevent concerns escalating</p> <ul style="list-style-type: none"> ● ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DDSL's another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child. ● 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 professional including the Female Genital Mutilation (FGM) mandatory reporting duty ¹⁷ ● 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 the need to be vigilant in identifying cases of harm/abuse and are able to immediately report concerns when they arise ● 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 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 thing by telling you.
--	--

¹⁷ 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

	<ul style="list-style-type: none"> • 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. <p>Inform the Designated Safeguarding Lead (DSL) or deputy DSL immediately.</p> <ul style="list-style-type: none"> • 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 Whistle blowing Policy. • understand that if they have a concern about another adult in school (including 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 KCSIE 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 abuse and how such allegations are managed. <p>our peer on peer abuse policy in school reflects the different forms peer on peer abuse can take, is clear that this is abuse and will not be tolerated. The policy also notes how victims of peer on peer abuse will be supported in school and considers the issues as outlined in Part 5 of the current KCSIE regarding child on child sexual violence and sexual harassment</p>
--	--

<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
-----------------------------------	---

	<ul style="list-style-type: none"> • contacting the Children’s Social Care Front Door service for information, advice, guidance (including the early help pathway) 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 • reporting an unexplained school absence to the child/young person’s Social Worker or Children’s Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place • ensuring that the school have in place a Designated Teacher for looked-after and previously looked-after children and that their contact details are noted in the information attached at the end of this policy • work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child’s personal education plan • recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges. 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 • 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
<p>Teaching & Learning and Curriculum</p>	<p>The DSL will be required to ensure:</p> <ul style="list-style-type: none"> • children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)

	<ul style="list-style-type: none"> ● that as we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place ● 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 ● in accordance with Annex C of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology 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 and sexting which is also known as youth produced sexual imagery¹⁸ ● staff have an awareness issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender issues and gender based violence/sexual assaults, physical violence and abuse and sexting/ youth produced sexual imagery (the act of sending sexually explicit photos, upskirting, messages, voicemails, IM’s, videos, etc either via phone, computer, webcam or other devices. ● staff are clear as to the school policy and procedures for managing peer on peer abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE
--	---

3) SUPPORTING PUPILS

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

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

¹⁸ Guidance is available in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#). The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) mandatory from September 2020
See DfE guidance on Teaching Online Safety in Schools [available here](#)
Further information on upskirting can be [found here](#)

<p>In school we will endeavour to support the pupil through:</p>	<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 ● ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the pupil'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. ● 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 ● 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 leaves, information will be transferred to the new school immediately – in accordance with the current KCSE – this will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained
<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

	<ul style="list-style-type: none"> ● being more prone to peer group isolation than other children ● that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and ● communication barriers and difficulties in overcoming these barriers
--	---

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, 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 ● ensure that all Governors in maintained schools have in place an enhanced DBS certificate without barred list check unless they are also in regulated activity and a Section 128 check regarding the management of a school. ● ensure that all staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment ● ensure that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents including having access to the school's code of conduct and Safer Consortium's Safer Working Practices for Adults who work with Children and Young People ● ensure that 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
---------------------------	---

	<ul style="list-style-type: none">● Allegations Management:<ul style="list-style-type: none">○ implement Part 4 of the current KCSE (<i>Allegations of abuse made against teachers and other staff</i>) and all other relevant Safeguarding and Child Protection policies.○ 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
--	---

**Document A : Contact Details for Child Protection and Safeguarding
At
New York Primary School
Contact Details for Child Protection and Safeguarding as at: 02.09.19**

(these details will next be reviewed half termly to ensure that they remain relevant)

Designation/Role	Individual(s)	Contact Details
Head Teacher	Name: Email: Telephone(s):	Mrs Jill Shaw Jill.shaw@newyorkprimaryschool.org 0191 2006338
Chair of Governors	Name: Email: Telephone(s): Mobile(s):	Mrs Anne Wilson New_York_primary@newyorkprimaryschool.org 0191 2006338
Designated Safeguarding Lead for Child Protection:	Name: Email: Telephone(s):	Mrs Jill Shaw Jill.shaw@newyorkprimaryschool.org 0191 2006338
Deputy Designated Person for Child Protection:	Name: Email: Telephone(s):	Mrs Jacqueline Wilbraham (Learning Mentor) Jacqueline.Wilbraham@newyorkprimaryschool.org 0191 2006338
Deputy Designated Person for Child Protection:	Name: Email: Telephone(s):	Mrs Jade Potter Jade.potter@newyorkprimaryschool.org 0191 2006338
Deputy Designated Person for Child Protection:	Name: Email: Telephone(s):	Mrs R Blakey Rebecca.Blakey@newyorkprimaryschool.org 0191 200 6338
Deputy Designated Person for Child Protection:	Name: Email: Telephone(s):	Miss R Eiles Rebecca.Eiles@newyorkprimaryschool.org 0191 200 6338
Designated Teacher for Looked After Children	Name: Email: Telephone(s):	Mrs Jill Shaw Jill.shaw@newyorkprimaryschool.org 0191 2006338
Safeguarding Governor	Name: Email:	Mrs Gill Kemp
Designated Officer – Local Authority	Name: Email: Telephone(s): Mobile(s):	Joanne Dean Carrie Baron - may also be contacted via 'Front Door' (below)
Front Door	Telephone:	0345 2000 109
Access to Multi-Agency Safeguarding Hub (MASH)		Out of hours: 0191 200 6800
Early Help and Co-ordination Team	Telephone: Email:	0191 643 8178 earlyhelpassessments@northtyneside.gcsx.gov.uk

Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264
NSPCC National Whistle Blowing Help Line:		0800 028 0285 help@nspcc.org.uk
Integrated Locality Teams:	North West – based at Shiremoor Children’s Centre – 643 2110	South West Based at Howdon Children’s Centre 643 2229
	The Coast based at Whitley Bay Customer First Centre – 643 8804	Central Based at Riverside Children’s Centre – 643 8899

Reference Document B: Key concepts and definitions

Child Protection – is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken, to protect specific children who are suffering or at risk of suffering significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Children in need – Children who are defined as being 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account when deciding whether a child is in need under the Children Act 1989 are what will happen to the child's health or development without services being provided, and the likely effect the services will have on the child's standard of health and development. Local Authorities have a duty to safeguard and promote the welfare of children in need.

The concept of significant harm – Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies the compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of harm/abuse and neglect, the extent of premeditation, and the presence and degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in a family and in social circumstances where their health and development are neglected. For them, it is the corrosiveness of long term emotional, physical or sexual harm/abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

Definitions from Working Together to Safeguard Children (2020)

A guide to inter-agency working to safeguard and promote the welfare of children

Physical Harm/Abuse - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Harm/Abuse - The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to

express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Harm/Abuse - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for harm/abuse (including via the internet). Sexual harm/abuse is not solely perpetrated by adult males. Women can also commit acts of sexual harm/abuse, as can other children.

Neglect - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

What is the Early Help Assessment (EHA)? - An EHA provides an assessment when a child or young person and their family are identified as needing some additional help and it is thought they would benefit from coordinated support from more than one agency. An EHA provides an opportunity for the whole family to consider and prioritise their needs and build on their strengths within the context of their own family.

The approach is one where practitioners come together to;

- share information
- find out what support is required
- work as a team around the family
- create a single SMART action plan
- contribute to and the support required
- identify who else might be asked to help
- regularly review progress

It is an assessment tool and as such it is not about making referrals, requests for additional services or used to pass families to another practitioner or team. It is not about form filling; it is about having a meaningful conversation with a family about their strengths and challenges, working out what they need and identifying the right people to provide support.

An Early Help Assessment (EHA) should identify what help the child and family require preventing the needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. **If at any stage during the EHA process, there are worries that a child or young person has been harmed or is at risk of harm, normal safeguarding procedures must be followed and school must contact the Front Door.**

The lead person for engaging in the process of EHA will be determined in each school with a named staff member being identified, however this does not exclude other school staffing school being asked to contribute to the assessment.

Professionals need to ring the Early Help and Co-ordination Team on 643 8178 to find out if an EHA already exists for a child/family. The Early Help and Co-ordination team can support the process.

Reference Document C - Specific Safeguarding Advice

In addition to the key definitions and concepts outlined in Reference Document B noted above, school should ensure that staff make themselves aware of any relevant specific safeguarding advice (available in *Keeping Children Safe in Education (Sept 2019) information for all schools and college staff (Part 1)* which should be issued to all school staff on induction). Schools also need to ensure that all staff '**be vigilant to indicators of these specific safeguarding issues**'. This includes, but is not limited to the following:

Child sexual exploitation (CSE)	Domestic violence	Faith abuse
Female genital mutilation (FGM)	Private fostering	Preventing extremism and radicalisation
Gangs and youth violence	Mental Health	Gender based violence/violence against women and girls (VAMG)
Sexting <i>(new addition for 2019)</i> Upskirting <i>(new addition for 2019)</i>	Fabricated or induced illness (FII)	Bullying including cyber bullying
Teenage relationship abuse	Drugs	Trafficking
Forced marriage	Children missing from education	Children who go missing or run away from home or care

Also see list in Reference Document G

What to do: If staff have concerns that a pupil may be at risk of any safeguarding issue, they should be advised to follow the normal child protection procedures that operate within school and on which they have been trained and updated.

Further information on some specific safeguarding issues

Safeguarding incidents can be associated with factors outside school. Staff should consider the context within which incidents and behaviour occur. See [Contextual Safeguarding](#) for more information.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. It can also include physical abuse, sexual harassment including sexting/YPSI

and initiations and rituals (hazing type violence). However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this harm/abuse.

Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child harm/abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a specific legal duty on teachers to report concerns about FGM and report to the police if there is direct evidence from the victim.

Mandatory reporting of FGM commenced in October 2015. Schools must report to the police cases where they discover that an act of FGM appears to *have been* carried out. Unless there is a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Sexting (also known as Youth Produced Sexual Imagery – YPSI): This is the act of sending sexually explicit photos, messages, voicemails, videos etc. via phone, computer, webcam or other devices.

The Prevent Duty and extremism and radicalisation

The Prevent Duty Guidance (under the Counter-Terrorism and Security Act 2015) was released by the Government in March 2015 which places a duty on schools, and other agencies, to “have due regard to the need to prevent people from being drawn into terrorism”. This legal duty came into force on 1st July 2015. The duty placed on schools covers 4 areas:

1. Risk Assessment
2. Working in Partnership
3. Staff Training
4. IT Policies

It is not necessary for schools to have distinct policy on the Prevent duty, general safeguarding principles apply to keeping children safe from the risk of radicalisation will cover this responsibility. However, the “Prevent duty – Departmental advice for schools and child care providers (June 2015) (DFE)” outlines that schools should ensure that they have considered the 4 key areas above in relation to school practice and are clear within other policies how the requirements of Prevent will be addressed.

The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and ideologies.

Definitions

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as *vocal or active opposition to fundamental British values*

- Fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- The definition also includes extremist calls for the death of members of our armed forces, including police officers whether in this country or overseas.

What to do: If school staff have a concern about a pupil, they should follow the schools normal safeguarding procedure which should include a discussion with the designated safeguarding person and where deemed necessary, the Front Door. If referred to the Front Door they will consider a possible referral to the Channel Programme through the local Channel arrangements (programme to provide support at an early stage to people who are identified as being vulnerable to being drawn into terrorism). Other agencies who will support a schools concerns include, the police (999 or 101, non-emergency number) and the DfE has a dedicated helpline on 020 7340 7264. Schools should ensure that all staff understands this additional route/involvement of the Front Door and other agencies when dealing with these specific matters.

As a minimum, school will ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Children deliberately missing from education

A child going missing from education is a potential indicator of harm/abuse or neglect. School must ensure that staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of harm/abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that schools ensure that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Reference Document D - Guidance for staff on receiving a disclosure

RECEIVE

- 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.

REASSURE

- Tell the child they are not to blame; and have done the right thing by telling you.
- 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'.

REACT

- Explain what you have to do next and whom you have to tell.
- Inform the designated teacher for child protection, immediately.

Reference Document E - Links to other procedures in School

This policy will 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,

- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Allegation management
- Arrangements for those educated in alternative provisions
- Behaviour policy
- Complaints
- Confidentiality, data protection and information sharing
- E-safety, use of the internet, photography and mobile phones
- Exclusions and
- First aid
- Health & Safety
- Inclusion and Special Educational Needs and Disability (SEND)
- Induction procedures
- Intimate care policy
- Lettings & school security
- Looked after children policy
- Medication policy
- Missing children policy
- On line and e-safety
- Physical intervention & use of reasonable force
- Promoting equality & diversity
- PSHE policy, including SRE policy (Sex and Relationship Education)
- Recruitment and Selection DBS and vetting
- Escalating and resolving professional concerns
- School trips and visits
- Staff behaviour policy (code of conduct)
- Visitors, agency workers and volunteers (including Governors)
- Whistle blowing

Reference Document F - References and useful sources of information and advice

Schools need to ensure that the documents that they produce to support a safer culture in schools and child protection either include or have considered the information contained within these reference documents.

Contact details for Designated Staff

The following details are for the Designated Safeguarding Lead and Deputy (Mrs Shaw, Mrs Wilbraham, Mrs Potter and Mrs Blakey, Miss Eiles).

Front Door	Tel: 0345 2000 109 Out of hours: 0191 200 680
Local Authority Designated Officer/Allegations against Staff	Service Manager Front Door Carrie Baron School HR Senior HR Business Partner Christina Ponting tel: 0191 643 8010, 07970 640 472
Early help and co-ordination team	earlyhelpassessments@northtyneside.gcsx.gov.uk Tel: 0191 643 8178
Safeguarding training for schools	Training and Development Officer for safeguarding training in education Lisa Wardingham. lisa.wardingham@northtyneside.gov.uk Tel: 0191 643 8076
Whole school child protection training due every three years.	All support staff, agency workers and volunteers (including Governors) should have child protection training. Catch up sessions for those who miss their whole school child protection training are available monthly on the North Tyneside CPD website http://www.ntcpd.org.uk
Designated person training	<i>NTSCB Multi Agency Child Protection training and The Role of the Designated Person training should both be attended by the designated senior person and deputies for child protection every two years.</i> Designated Person training available to book on North Tyneside CPD website http://www.ntcpd.org.uk NTSCB Multi Agency Child Protection training available to book on the North Tyneside Learning Pool http://www.learningpool.com/northtyneside <i>Designated safeguarding leads should also attend any relevant training as and when needed in relation to particular vulnerable pupils they may have at school and any current safeguarding specific issues</i>

	e.g. CSE, EHA, WRAP (Workshops to Raise Awareness of Prevent)
--	---

Governing Body Action Plan

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

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

Action	Comment	When was this action implemented at School?
Safeguarding Policy	<p>Within our school we have in place a safeguarding policy which applies across the whole school and confirms what we do for all children. We define safeguarding to include the overall culture and ethos we follow in school, which is child centred and ensures that at all times we work in the best interests of the child to ensure that school is a safe place for all of our children and young people to be.</p> <p>We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.</p> <p>In drafting our safeguarding and child protection policy, procedures, practices and guidance, we utilise the expertise of our staff in shaping our policies and provide opportunities to do this.</p>	
Early Help	<p>Within our school we have in place procedures to ensure all children and families are supported as soon as a problem emerges and at any point in a child's life. This is through early help, intervention and prevention using the locally agreed Early Help Pathway, Early Help Assessments (EHAs) and contact with our Locality Teams.</p>	
An effective <u>Child Protection Policy and associated procedures</u> are in place in school and reviewed not less than every 12 months.	<p>We have in place a child protection policy with supporting relevant procedures.</p> <p>We are able to demonstrate that ALL:</p> <ol style="list-style-type: none"> 1. have received a relevant and appropriate induction that includes child protection arrangements. 2. have access to, understand, know its location and are clear on how it relates to them in their role in 	

	<p>school and how it relates child protection practices which operate in school.</p> <ol style="list-style-type: none"> 3. know the child protection policy is embedded in the actual operating practices which are in place in school. 4. know the child protection policy is subject to periodic updates for all adults 'working' in school - in particular, after it has been reviewed by the governing body (annually and/ or following a required review). 5. Are aware of who the DSL and the DDSL's are and clearly understand their and their own role and responsibilities within the application of the child protection policy. 	
Access to the Child Protection Policy – Non Staff	The Child Protection Policy is made available to parents/carers and an up to date copy is maintained on the school's website.	
Whistle Blowing Policy	<p>We have in place an effective Whistle Blowing Policy that ALL have access to, understand, know its location and are clear on how it relates to their role in school and how it relates to the child protection policy and operating practices which are in place in school.</p> <p>A copy of this policy is on the schools intranet where staff can access it, is reviewed at least annually by the Governing Body and updated/re-briefed to all staff as part of our annual CPD/Staff training programme.</p> <p>For those staff that cannot access the schools internet easily, paper reference copies are available. Staff can contact our Office/Business Manager who will ensure that they are provided with a paper copy for reference.</p>	
Whistle Blowing Helpline	<p>ALL are also made aware that a Whistle Blowing Helpline line was set up by the NSPCC in February 2016 and are aware that the help line was <u>not</u> intended to replace current practices or responsibilities of organisations working with children.</p> <p>ALL are aware that the help line advisors will always encourage professionals to raise any concerns about a child to their own employer in the first instance.</p> <p>ALL are aware that the advice line is being seen as an alternative route if whistle blowing internally is difficult or professionals have concerns around how matters are being handled. All are therefore aware that they have a personal responsibility to understand that this help line is in place and their own responsibilities in relation to this.</p> <p>The help line number is noted in the list of contact details that school provide to ALL in accordance with the application of our child protection policy and its associated procedures and practices.</p>	

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

	<p>We are aware of this document and ensure we directly access any changes/updates that are made at a national level and ensure that once it is updated we:</p> <ol style="list-style-type: none"> 1. reflect those changes within the documents and practices which operate in school in relation to child protection, and 2. re-issue/provide copies to ALL 3. discuss in detail how ALL identify and gain support to identify concerns early, provide help for children and prevent concerns from escalating. 4. ALL are aware of the referral process which operates within school (and as noted in KSCE2019 Part ONE) 5. continue to use with ALL as part of our ongoing CPD programme and have mechanisms in place to ensuring that ALL <i>read and understand</i> the content therein, by regularly discussing any changes/updates and advise/confirm/remind how this applies to them in their role in school. 6. provide support to staff on a periodic basis via email updates, alerts, in-house staff updates/briefings provided by the DSL as part of our CPD programme. 7. consider the use of public alerts from GOV.UK linked to the Teacher Regulation Authority and teacher's misconduct procedures and use the content therein appropriately to discuss those cases and to ensure that all staff are aware how we prevent such a situation occurring in our school. 	
<p>School operates Safe Recruitment practices</p>	<p>We have in place an effective Recruitment & Selection Procedure which follows the guidance to support Safe Recruitment practices which comply with Part Three of KCSE 2019 and that these Recruitment & Selection practices apply equally to ALL.</p> <p>All recruitment panels include at least one member of the leadership team and/or a school governor who have taken part in safer recruitment training (and/or the 5 year refresher).</p> <p>We ensure that all appropriate and relevant checks are carried out in an effective and timely manner on ALL who will work with children before they are appointed to a role in school.</p>	
<p>Induction</p>	<p>We have in place an effective and appropriate Induction process for ALL.</p> <p>Each induction process is tailored to the role that the individual undertakes in school and a nominated person and/or buddy is responsible for supporting the induction process – which can last up to 12 months.</p> <p>We determine and operate an 'induction checklist' which is able to support and evidence the practices, which operate in school relating to child protection and</p>	

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

	<p>The Employee Handbook notes the nominated person(s) in school who are designated to be responsible for child protection.</p> <p>The Employee Handbook is drafted to support all staff that are employed to work in school and will be tailored to ensure that it can support those individuals directly employed by the school and those directly employed via an agency, but placed in school.</p>	
Volunteer Handbook	<p>We have in place a Handbook for volunteers which clearly documents all of the relevant policies and practices that operate within school and which volunteers should be aware of in relation to child protection and safeguarding.</p> <p>The Volunteer Handbook notes the nominated person(s) in school who are Designated to be responsible for child protection.</p> <p>The Volunteer Handbook is drafted to support all volunteers who come into school to provide support with children/young people, the wider school community, or curriculum support.</p>	
Job Descriptions and Person Specifications	<p>As part of the schools Safe Recruitment practices all job descriptions and person specifications include an appropriate and relevant safeguarding and child protection responsibility.</p> <p>We have in place job descriptions/role outlines for ALL roles within schools.</p> <p>The DSL and DDSL also have specific job descriptions relating to their role in school (in accordance with Annex B of the current KCSE).</p>	
DBS Checks – Staff and Agency Workers	<p>We have in place a policy which ensures that ALL are subject to relevant and appropriate DBS checks for the role that they are undertaking within school.</p> <p>We ensure that ALL understand the requirement to have a valid DBS check in place and that they must notify school if their DBS status changes and that they are to notify school immediately.</p> <p>We are aware that DBS checks may also include a 'barred list' check (List 99 as was). At appointment we have a clear process in place that determines the level of DBS check undertaken, e.g. Enhanced DBS (with barred list) or a Standard DBS (without barred list) and this is referenced in our DBS policy.</p> <p>We operate an Annual Update/Reminder Programme for DBS.</p> <p>We have a separate DBS policy in place for Governors.</p>	
DBS Checks – Volunteers including	<p>We have in place a policy which ensures that all volunteers undertake a DBS check before they are</p>	

Maintained School Governors	<p>appointed to school and that these checks are subject to an Annual Update/Reminder Programme.</p> <p>Specifically for Governors, we follow the School Governance Regulations 2014 and the Governance Handbook 2019 which notes that a DBS check at an enhanced level without barred list check will be undertaken for Governors as part of the appointment process. Governance is not regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.</p>	
European Economic Area (EEA) requiring the sharing of information	<p>We have in place a policy which checks whether or not a teacher who has trained or worked in the European Economic Area (EEA) has received any restrictions on their teaching.</p> <p>We ensure that this information is recorded within our Single Central Register (SCR) – see below.</p>	
Prohibition Checks	<p>We are aware that there are 3 prohibition checks in place for teaching staff.</p> <ol style="list-style-type: none"> 1. Barred list check – which is considered when a DBS is applied for 2. Teachers prohibition 3. Prohibition from Management 	
Prohibition Checks: Teachers	<p>We are aware that under the School Staffing Regulations (amended) 2013, a check was put in place to ensure that schools made sure that anybody coming into their school was not Prohibited from Teaching or indeed under an interim Prohibition Order.</p> <p>We ensure that we undertake this in addition to DBS checks for teaching employees.</p> <p>We also consider the relevance of a Prohibition Check for a non-teaching/volunteer post where the applicant has previously worked/qualified as a teacher. Each appointment panel/process are responsible for ensuring that this is considered and/or undertaken.</p>	
Prohibition from participation in Management (*)	<p>We operate a policy in school where anyone appointed to a management position as an employee, trustee or proprietor are checked to ensure they have not been barred from management of an independent school by the Secretary of State.</p> <p>This additional check is in accordance with Section 128 provisions.</p> <p>This check is undertaken as part of the enhanced DBS or if the person is not in regulated activity via Employer Access.</p>	
DBS Risk Assessments	<p>In the event that any DBS provides trace data an appropriate risk assessment is undertaken by the Head</p>	

	<p>Teacher and a decision regarding continuation is taken in conjunction with the Chair of Governors.</p> <p>A signed copy of the risk assessment (which is counter signed by the Chair of Governors or their designate) is placed confidentially onto the personal file held at school.</p> <p>The fact that there has been a trace and a decision, will need to be noted. School have in place a system which allows for this information to be recorded.</p>	
Single Central Record (SCR)	<p>We have in place an effective and robust Single Central Record (SCR) which is maintained on a timely basis.</p> <p>There is a designated person who is responsible and accountable for the data held within the SCR, its timely updating and the quality of the data held therein. This individual(s) clearly understands the importance of the SCR and their role and responsibilities linked to this.</p> <p>We have a nominated Safeguarding Governor who will review termly a copy of the SCR and a report is presented to the Governing Body on an annual basis as part of the overall report on how Safeguarding and Child Protection operate in school confirming that the SCR alongside other policies, procedures and practices is in place and is operating effectively.</p> <p>We are aware of updates provided and referenced in briefings regarding the SCR</p>	
Procedures are in place for dealing with allegations of harm/abuse against children/young people	<p>In accordance with Part 4 of KCSE2019, we operate to this guidance when dealing with allegations of harm/abuse against children/young people.</p> <p>Our DSL is aware of the above policies, how they fit into our over arching responsibilities linked to safeguarding and child protection and how these operate in practice.</p> <p>Our DSL has ensured that the DDSL(s) are equally aware with the above policies how they fit into our over arching responsibilities linked to safeguarding and child protection and how these operate in practice.</p> <p>Our staff are aware of their role and responsibilities in accordance with information in part 1 of the current KCSE .</p> <p>Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management, Safer Working Practices and Whistleblowing are part of our rolling programme of updates provided to staff on an annual basis.</p>	
A senior member of the school's leadership team is designated to take lead responsibility for	<p>We have a named DSL within the Senior Leadership Team in School who is responsible for child protection and safeguarding.</p>	

<p>dealing with child protection issues.</p>	<p>The individual who holds this role:</p> <ol style="list-style-type: none"> 1. is aware that their responsibilities cannot be delegated, but they can be distributed to DDSL's and has put in place a framework which is clear to ALL on the role and responsibilities of both the DSL and the DDSL's. 2. is responsible for providing advice and support to all other staff, liaising with and working with other agencies; 3. is trained in Child Protection matters as agreed locally 4. directly supports those staff members who are also nominated by the school to be DDSL's for child protection purposes – in relation to CPD, case management and support. 5. is responsible for ensuring that school has in place all relevant policies and procedures relating to child protection and safeguarding and that these are periodically updated and reviewed in light of changes to practice, guidance and legislation. 6. ensures they link in with the governing body member nominated for safeguarding and child protection and ensures that with them, an annual report is provided to the governing body noting the schools approaches to child protection/ safeguarding. 7. ensures that they themselves and the DDSL's are aware of who the Designated Officer is within the Local Authority (referred to as <i>LADO</i>) and the requirements to report into and work with them on all relevant matters. 8. is responsible for ensuring that all staff are issued with a list of the DSL and the DDSL's within school and the relevant contacts within the local authority, as well as emergency/other agencies. That this document which is included in the schools child protection policy is issued to ALL and is subject to periodic updates. <p>In drafting our safeguarding and child protection policy, procedures, practices and guidance we utilise the expertise of our DSL in taking the lead to implement an effective policy in school which reflects our practice and in ensuring that our staff are included in shaping our policies and provide opportunities to do this.</p>	
<p>Staff Training</p>	<p>The DSL and the DDSL's will undertake training to provide them with the knowledge and skills required to carry out their role through accessing the local multi-agency safeguarding training programme which should be updated every 2 (two) years.</p> <p>In addition to this formal training DSLs and DDSL's will access regular (and at least annual) updates (for example, via email, e-bulletins and staff meetings). It is the responsibility of the DSL to ensure that this takes place for themselves and any DDSL's and to pick up any further areas of support as necessary.</p>	

	<p>All new staff will be provided with child protection training to ensure that they understand how safeguarding and child protection operates in our school. It is the responsibility of the DSL to ensure that this takes place and to pick up any further areas of support as necessary.</p> <p>All other staff who work with children will refresh this formal training every 3 (three) years in line with local safeguarding training advice.</p> <p>This formal training will be in addition to regular staff updates which will be provided to ALL at least annually. It is the responsibility of the DSL to ensure that this takes place and to pick up any further areas of support as necessary. As part of this process we will include 5 key questions to help both staff and school identify any further learning opportunities:</p> <ol style="list-style-type: none"> 1. what have you learnt (today) that you did not know before? 2. What did you know before, but now see this in a different way? 3. What further questions, has this session prompted you to ask? 4. What's the one thing you're going to do differently from now on? 5. What additional training/updates/support would you like to receive going forward? <p>All agency workers placed in school will receive appropriate safeguarding and child protection induction when they commence in school. These updates will be added to further as the placement in school continues. We have different levels of updates/guidance linked to the role to be undertaken and the duration of the role. The DSL is responsible for ensuring that an effective programme of safeguarding and child protection updates are in place for all agency workers.</p> <p>Additionally we also work with service providers whose staff are based on our school site, (e.g. catering and cleaning services) to ensure they are included in training/updates (and/or their employer/manager supports them with training/updates) to ensure that their knowledge and understanding continues to align with our safeguarding policies and culture.</p>	
Safeguarding Governor	<p>We have in place a governing body member who is identified as being the lead governing for safeguarding and they are aware of their role and responsibilities and the scope of that role.</p> <p>The safeguarding governor works with the DSL to ensure that an annual report is presented to the Full Governing Body noting the policies, procedures and practices that we have in place to support child</p>	

	<p>protection and a safeguarding culture operating effectively within school.</p> <p>All governors will be invited to attend all staff annual CPD updates in relation to safeguarding and child protection. It would be good practice for the safeguarding governor and chair of governors to attend their whole school training and any updates from the DSL but if not available, should access these through other mechanisms.</p>	
Visitors Protocol	<p>We have in place a protocol for visitors on their arrival at school. This is consolidated into the visitors 'signing-in' process which operates in school and ensures that all visitors are aware of the schools standards of behaviour/expectations of visitors when they are on the school site.</p> <p>The signing in protocol includes child protection and also notes the schools expectations of visitors in the context of the schools wider safeguarding arrangements.</p>	
Practice reviews	<p>The DSL and DDSL's periodically, but at least annually review the practices we operate in school to ensure that each DSL and/or DDSL operates at a consistent and effective level.</p> <p>Additionally, the DSL is responsible for coaching and supporting each DDSL when they are managing cases and this is also factored into any formal support and development processes, e.g. appraisal.</p>	
Record Keeping and Handover	<p>All concerns, discussions and decisions made relating to a child/young person and the reasons for those decisions are recorded in writing and held confidentially in secure files in school.</p> <p>Guidance is given in accordance with the current KCSE by the DSL to staff so they are clear on what should and should not be recorded in writing including all concerns, discussions and decisions made and the reasons for those decisions. This guidance is reviewed on a periodic basis as and when new guidance is issued, legislation changes or learning from practices operating in school necessitate a need for updates.</p> <p>All staff are aware of the need to maintain confidentiality but that where a child discloses information that they can never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.</p> <p>In the event of a DSL leaving school or no longer holding the role, appropriate mechanisms are in place for an effective and detailed handover to the next DSL to be in place.</p>	
Section 11 Audit	<p>The DSL is required to take a lead role in the completion of the Section 11 Audit and to ensure that this is</p>	

	completed and submitted as outlined on the audit within the timeframes required.	
Additional Policies	<p>In addition to the documents listed within this action/assessment plan, we have in place effective policies and practices to further support the operation of our safeguarding and child protection policies, this will include but is not limited to those listed in reference document B:</p> <p>We also have in place a review protocol to ensure that all additional guidance and policy is reviewed periodically (at least annually) by the DSL/DDSL's to ensure they remain operationally effective.</p>	

Addendum-North Tyneside School Safeguarding and Child Protection policy

This document provides an addendum to the North Tyneside School Safeguarding and Child Protection policy guidance to be used during the Covid-19 pandemic. It should be used as a reminder to all staff in school of their safeguarding responsibilities and safer working practices including staff working at different locations at this time. Additions should be made to this document where necessary to ensure the information is bespoke to each setting. This information should be made available publicly.

Introduction

This document provides an addendum to our School Safeguarding and Child Protection policy during the Covid-19 pandemic as suggested in the DfE safeguarding guidance for schools which can be [found here](#). The guidance is under review and will be updated. The document is set out in two parts.

Part 1: Safeguarding Practice

Part 2: Sharing of Staff or Working at a different location (incorporating Safer Recruitment principles)

Throughout this document, 'DSL' will refer to the designated safeguarding lead in school who may be the DSL, a deputy DSL or acting in place of the DSL. A trained and experienced DSL should always be available where possible even if shared with another school and if needed can be contactable via phone.

Part 1: Safeguarding Practice

All staff in school must,

- share concerns about a child's safety and welfare with the DSL in school and understand they have a professional responsibility to do this
- understand the need to be vigilant in identifying cases of harm/abuse, immediately report concerns when they arise including written record where necessary
- 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

Staff training and induction

All North Tyneside school staff have should have accessed child protection training within the last three years with regular updates where relevant from their DSL or deputy DSL.

For staff who have not accessed this or need an update, an e-learning session is [available here](#)

Staff who are working in different settings should be given a safeguarding induction. Staff remaining in their own schools would also benefit from an update. This should include but is not limited to the following.

- Re-read Part 1 of Keeping Children Safe in Education (KCSE) 2019, which outlines types of abuse and neglect and what to do about it
- Current and ongoing change of DSL arrangements
- Contact details for the MASH helpline and Front Door should they not be able to contact a DSL and need to directly report a concern
- An awareness of how to record concerns should they need to document safeguarding concerns
- The code of conduct for that setting

All visitors to the school, even if attending to work will be required to sign in at reception in accordance with the visitor's protocol and will be required to adhere to 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 to the school.

Further information regarding safer working principles is available in Part 2 of this document. These should also be applied where sharing of staff with other settings is needed. We expect these standards to be in place for visiting staff coming in to our school or schools receiving our staff and will liaise with all settings our staff work from to ensure these safer working principles are applied.

What to do if you're worried about a child or young person

Receive

- React calmly; be aware of your non-verbal communication such as facial expressions
- If you don't understand the child's communication method, reassure the child, and find someone who can

- Don't interrogate the child, try to 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

Reassure

- Tell the child they are not to blame; and have done the right thing by telling you
- 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 who can help'

React

- Explain what you have to do next and whom you have to tell
- Inform the DSL immediately
- Make a record of the conversation if asked to do so. Your DSL will help you with this if needed.

Also remember that

- Information about a pupil may sometimes only be shared with other staff on a need to know basis
- Children are also capable of abusing their peers and further information can be found in Part 5 of the current Keeping Children Safe in Education 2019
- Abuse can happen online

What will continue?

The school will continue to work with relevant multi-agency professionals at this time to support pupils with child protection plans or any such agreed plans regarding pupil's welfare. The school will be working closely with those with special education needs such as those with Education, Health and Care Plans (EHCPs) and will make close links with the virtual school head (VSH) for looked-after and previously looked-after children.

Operation Encompass, a system which reports incidents of domestic violence to schools and Operation Endeavour, a system which reports incidents of missing children to schools will continue as normal but timings of the notifications to schools may vary slightly during this time.

Pupils not in school

Schools should also safeguard children not physically attending the school where possible. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made.

Almost all children defined as vulnerable will already have an allocated Children's Services Family Partner or Social Worker and they will have their welfare monitored by Children's Services for the duration of the public health crisis. However, there will be a few children without a worker deemed vulnerable by a school or a child or young person deemed vulnerable may not attend school despite

the school making a placement available. In these cases, the concerned professional should make contact in the first instance with the **MASH professionals help line on 0191 643 5555**. Schools may also at this time have decided to provide support for children they deem vulnerable and on the edge of children's social care interventions.

During this time, you may be asked to make remote contact, phone contact, door-step visits. All contact should be documented. Any remote contact or online teaching should follow the same principles as set out in the code of conduct and Acceptable Use Policy. The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements and safeguarding protocols.

Reporting concerns about a child/young person

- If you have concerns about a child's welfare, contact the available DSL in the first instance if available, even by phone.
- If not available, staff should then speak to another member of senior staff. This maybe someone acting in place of the DSL.
- If a DSL is not available and advice is needed, staff should call the **MASH professionals helpline on 0191 643 5555**.
- If a safeguarding referral is needed (MASH advice line can support this decision), staff should ring the **Front Door number on 0345 2000 109**.
- Report any actions to the DSL as soon as is practically possible.
- Document all records of decision made and actions taken.
- Each setting will have allocated a person acting as a DSL each day. If that person is not a trained and experienced DSL, another DSL will be allocated, even if contactable via phone for additional advice and support if needed.

Code of conduct/staff behaviour policy

All school staff should already be aware of their own school code of conduct in terms of staff behaviour in school. Please continue to apply these principles and discuss any potential modifications with your DSL prior to any change in practices.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

If you are working in a different setting, ask the DSL to update you on their code of conduct as every school can have different safer working practices. General guidance is [available here](#).

Whistleblowing

If you have information that indicates that a staff member in school has engaged in unsafe or harmful behaviours, you have a duty to report this concern. This usually is reported to the Head Teacher. If at this time, they are not available, contact your DSL or you can report these concerns yourself to the Local Authority Designated Officer (LADO) who is contactable on the Front Door number 03452000109.

Further guidance is available from the Local Authority on the following

- Attendance monitoring
- Staffing and recruitment
- Single Central Records

- Information Governance
- Health and Safety

Lisa Wardingham (March 2020)

Part 2: Sharing of Staff or Working at a different location (incorporating Safer Recruitment principles)

In the event staff are asked to work from another location, e.g. from another school in our locality or in another local school to support a wider/ borough based locality model, the need to support the sharing of resources, or for children to access a different learning/ child care opportunity, etc and they are therefore operating from another setting for that day; we would expect our normal code of conduct and behaviour for staff, teachers standards (as applicable), safeguarding practice, policy and guidance to operate for those staff supporting our children at another location.

Prior to our staff and children going to another school or location we will have undertaken a number of safeguarding checks – as we would do when our children and staff go off our school site to another location as part of wider curriculum offers, transition days, school trips, borough wide or locality activities, theatre trips, sport fixtures, inter-school competitions, etc. This preparation as it does now will also include both our staff and children being aware that they will be a visitor on another school's premises and what our expectations of them are in relation to safeguarding, adult and children's behaviour, looking after their health, safety and wellbeing. For staff this will additionally include overseeing our children when they are on the host site at all times as part of our team and we will also assign a senior team member who will also be the liaison between the host school and our school.

To support us to ensure the above and meet our expectations/ requirements we will have in place an appropriate school visit guidance agreement and risk assessment which confirms that our children and staff on another School premises remain our responsibility. This is the same process that we would follow when our children and staff undertake a school trip/ visits away from our school site.

For the host school we will give assurance in writing that our staff have been subject to an enhanced DBS and children's barred list check to work with children and have up-to-date safeguarding/ KCSE19 training. Where a member of staff (or a volunteer) has a BDS risk assessment on file or where we have put in place measures to correct/ improve behaviours/ practice at work linked to suitability to or relevant disciplinary matters that are active on file, we will not automatically disclose this information to the host school – we will have however, a conversation with the individual regarding potential

sharing or information and what that could mean¹⁹. An employee, agency/ supply worker or volunteer will also continue to have a right for their data not to be disclosed and in this event, they could not be part of a shared resource/ working from another location support framework.

We will also ensure that the staff member, worker or volunteer has a School photo ID card that they will carry with them at all times and they will present this with them when they arrive at the host school. We will also provide on a daily basis in writing details of which staff will accompany which children at the host school and how the ID of those members of staff can and will be validated.

From the host school we would require that both our staff and children as they arrive at school that a number of standard practices to take place:

1. Both adults and children are provided with a welcome and an induction which will include a tour of the school facilities in use (as a minimum the visitors checklist for adults should be used for this as referenced above), guidance on access and facilities, introduction to key members of the host school team, updates on evacuation protocols (and testing), etc.
2. Made aware of the days activities and how adults and children are to be included in this as applicable, this may include activities or may be limited to access to facilities of the host school such as break times, toilets, etc – this will be dependent upon what provision/ support the co-joining arrangements have been set up to support.
3. Both adults and children will be made aware of who they talk to if they wish to raise concerns when they are on the host schools' site and also how to ensure that such concerns are also recorded with our (the home) school.

In the event we choose or have need to appoint additional members of staff either via standard recruitment or workers via agency/ supply or volunteering arrangements we accept that it remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. In the event that we are recruiting new staff, we will continue to follow the relevant safer recruitment processes, including relevant sections in part 3 of KCSE.

We are aware that in response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for

¹⁹ It is important to note: disclosure of such information in line with safer recruitment guidance should not be confused with this situation - as this is not recruitment and therefore, we cannot disclose this information without the individuals express consent. We do accept that the host school may not wish to accept individuals onto their site where such information is known– as if this were a supply agency/ worker this information would be disclosed for the host school to determine relevance and the host school retains the right of refusal. In this situation the host school are not recruiting, we retain full accountability, responsibility for our staff member when they are on the host schools site and it is not appropriate to disclose such information under GDPR requirements without the individual staff member providing their full-express consent to such data being shared. We also accept that in the event that such information was shared (with the employees' consent) the host school may choose to decline to receive that employee. For a worker (agency or supply) we would need to discuss such matters with the supply agency as this is not our data to share and we would therefore need to ask that they talk to their worker and agree with the worker next steps. For a volunteer we would discuss the matter with our volunteer as we would for an employee and again, we would require express consent and accept that the host school have a right of refusal.

face-to-face contact, however, we will not accept an individual coming on to our site unless and appropriate DBS process has been concluded/ received and if applicable a DBS risk assessment undertaken.

Where using volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to refer to the LADO under KCSE Section 4 Allegations Management and follow up actions including DBS referrals for anyone who has harmed or poses a risk of harm to a child (para 163 KCSE) and make referrals to the Teaching Regulation Agency as appropriate (para 166 KCSE).

It remains essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. We understand that our requirement to maintain our single central record (SCR) and to keep this up to date as outlined in paragraphs 148 to 156 in KCSE remains in place and in the event we recruit employees, accept agency workers or appoint volunteers we will carry out all pre-employment or pre-placement checks and will record such on our SCR ensuring that it is up-to-date at all times.

We will also maintain a record of which staff, workers or volunteers and which students went to a host site on each day and maintain this record until the COVID-19 Pandemic has concluded/ we returns to our normal day-to-day operation. We will also retain a record of this activity within the School records in accordance with our School retention policy on staff, worker and student/ pupil records/ data.

Schools HR (March 2020)

- Working Together to Safeguard Children (2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2020.pdf
- Keeping Children Safe in Education (KCSE2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2019.pdf
- Operation Encompass Scheme
<http://www.operationencompass.org/>
- Home Office e-learning
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- The Prevent Duty for schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- 2018 Guidance for the designated teacher for looked-after and previously looked after children
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

- Analysis of Serious Case Reviews
<https://www.nspcc.org.uk/what-we-do/news-opinion/triennial-analysis-serious-case-reviews-pathways-to-harm-pathways-to-protection/>
- Local Threshold Guidelines
<https://www.northyntesidelscb.org.uk/professional/single-assessment-threshold/>
- FGM Home office Procedural information
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf
- *Sexting in schools and colleges: Responding to incidents and safeguarding young people.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
- NSPCC helpline
help@nspcc.org.uk