



**Southridge First School**

# **Safeguarding and Child Protection Policy**

**This policy was reviewed and approved by the FGB on September 15<sup>th</sup> 2020  
Review Date: Autumn 2021**

# **SAFEGUARDING AND CHILD PROTECTION POLICY**

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## **SOUTHRIDGE FIRST SCHOOL**

### **Terms used in this document**

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

### **SAFEGUARDING POLICY**

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

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

We define children and young people in our school as being children within the age ranges of 3 to 9 years, however we are aware that children includes everyone under the age of 18.

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

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

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

### **LEGISLATION**

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

Section 175 of the Education Act 2002 states;

- a local education authority shall make arrangements for ensuring the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- schools and Further Education (FE) institutions should give effect to their duty to safeguarding and promote the welfare of their pupils

- the governing body of a maintained school<sup>1</sup> shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State

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

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

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

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

*Safeguarding and promoting the welfare of children is everyone's responsible. Everyone who comes in to contact with children and their families and carers has a role, to play in safeguarding children. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. All school staff have a responsibility to provide a safe environment in which children can learn.*

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

## THE CHILD PROTECTION POLICY PRINCIPLES

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

Principles	<ul style="list-style-type: none"> <li>• the welfare of the child is paramount</li> <li>• we are clear on reference to principles, legislation and guidance that underpin the policy</li> <li>• we are clear that the policy applies to ALL working with or supporting children within our school and ALL are clear on their role and responsibilities</li> <li>• all concerns and allegations of abuse will be taken seriously by governors, staff and volunteers and responded to appropriately</li> </ul>
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<sup>1</sup> Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school. The Education Act 2002 does not specifically refer to Academies; however this duty is equally placed onto Academies by subsequent updated legislation.

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

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

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

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

## CHILD PROTECTION PROCEDURES AND SYSTEMS

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

Our child protection procedures are linked to the North Tyneside Safeguarding Children Partnership (NTSCP) Multi-agency Safeguarding arrangements found [here](#)

Our procedures and systems include:

Responsibility	a named senior designated safeguarding lead (and deputy/ies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a governor, staff member or volunteer
Responsibilities are clearly understood	<ul style="list-style-type: none"> <li>relevant contact details for children's services, police, health, the Designated Officer for the Local Authority (referred to as the LADO), Child Exploitation Online Protection Centre (CEOP) for eSafety concerns and NSPCC help lines are made available to ALL</li> <li>a code of behaviour for governors, staff, agency workers, supply staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures</li> <li>safe recruitment<sup>[1]</sup>, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect contact with children</li> <li>systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers</li> <li>requirements for governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of eSafety, domestic abuse<sup>[2]</sup>, honour based abuse, forced marriage, female genital mutilation, children who live away from home or go missing<sup>3</sup>, child sexual exploitation, child criminal exploitation, upskirting, race and racism, extremism and child on child abuse including harmful sexualised behaviours<sup>2</sup></li> <li>School understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge</li> </ul>

<sup>[1]</sup> In accordance with Part Three of the current KCSE2020

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

<sup>2</sup> In accordance with Part Five of the current KCSE

3. Including engagement with the Operation Endeavour scheme between police, children's social care and schools

	<p>extremist arguments. All DSLs and their deputies should access training<sup>3</sup> to raise awareness of the Prevent agenda<sup>4</sup> and issues of extremism and radicalisation</p> <ul style="list-style-type: none"> <li>• our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact. This can include but is not limited to very young children, those living with parental drug/alcohol misuse, adult mental health issues, domestic abuse, those with young carers responsibilities, special educational needs and/or disability, frequently missing children or those engaging in criminal or anti-social behaviours who may be at risk of exploitation. Those who have returned home from care or who are privately fostered can also be vulnerable as can those children and young people with mental health needs and those misusing drug or alcohol themselves. Signs and indicators of abuse can be <a href="#">found here</a> on the NSPCC website.</li> <li>• All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.</li> <li>• Operation Encompass ensures that following any domestic abuse incident being reported to the police, the police will make contact with Children's Social Care Front Door service who will then communicate relevant and necessary information to our nominated school staff the next morning. This will ensure our school is made aware at the earliest possible opportunity and can subsequently provide support to our pupils in a way that means they feel safe and listened to</li> <li>• Operation Endeavour follows the same principles as Operation Encompass, but reports are shared from the police with children Social Care and schools when a child or young person is using or has had a missing episode.</li> </ul>
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> <li>• a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners.</li> <li>• guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.</li> </ul>

<sup>3</sup> Available through the North Tyneside WRAP training or e-learning available [here](#) or [Home Office e-learning](#)

<sup>4</sup> [Advice](#) on The Prevent Duty for schools

# CHILD PROTECTION POLICY

## INTRODUCTION

There are four main elements to our child protection policy:

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

### 1. PREVENTION

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

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

so that every child and young person can:

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

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

In school we will therefore:

<b><u>Adults</u></b>	<b><u>Children/Young People</u></b>
<ul style="list-style-type: none"><li>• provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Code of Conduct/Behaviour Protocol, role of the Designated Safeguarding Lead (DSL) and any deputies</li><li>• provide induction training that is structured to ensure all new staff, agency workers and volunteers (including Governors) can attend appropriate child</li></ul>	<ul style="list-style-type: none"><li>• ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty</li><li>• establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to</li><li>• encourage and reinforce essential skills for every child/young person such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic</li></ul>

<p>protection training as soon as reasonably possible after their appointment</p> <ul style="list-style-type: none"> <li>• provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally</li> <li>• ensure that all staff receive training endorsed locally on child protection at least every three (3) years</li> <li>• ensure that the DSL (s) and/or deputies attend Multi-Agency Training every two (2) years</li> <li>• in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually.</li> <li>• we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates.</li> </ul>	<p>attitudes to the responsibilities of adult life</p> <ul style="list-style-type: none"> <li>• include activities and opportunities in the curriculum which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help</li> <li>• children are taught about safeguarding, including online, 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)</li> <li>• safeguard children from potentially harmful and inappropriate online material by ensuring 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.</li> <li>• follow the advice provided in the current KCSE-Annex C to support governors, staff, pupils and parents as we increasingly work online to understand the risks associated with online content, contact and conduct</li> </ul>
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## 2. CHILD PROTECTION PROCEDURES

In school we follow the procedures set out in interagency procedures produced by North Tyneside Safeguarding Children Partnership (NTSCP) local Multi-agency Safeguarding arrangements found [here](#). 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. However, we are also aware that we can ring the North Tyneside Multi Agency Safeguarding Hub (MASH) Professionals Helpline should we need advice prior to calling the Front Door Service. We understand that the Front Door Service is the access point to the MASH(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 school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher or DSL (or any deputies) or Designated Teacher for Looked After Children (LAC)<sup>5</sup> disclosing any information about a pupil to other members of staff on a need to know basis only.

However, in line with the current KCSE, we share information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with relevant teachers and school staff in order to promote their welfare and educational outcomes. This is in line with the recent review of Children in Need.<sup>6</sup>

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

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

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

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

<u>Overarching Principles:</u>	<ul style="list-style-type: none"> <li>• we have a DSL for Child Protection who is part of the school's senior leadership team – Mr Finn Willcock (Deputy Head)</li> <li>• 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</li> <li>• the DSL and their Deputies will undertake appropriate multi agency training every two (2) years</li> <li>• we have 1 appropriately trained and experienced Deputy DSL (Dp DSL – Sue Hall - Headteacher) in school and these</li> </ul>
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<sup>5</sup> In line with [2019 guidance](#) for the designated teacher for looked-after and previously looked after children

<sup>6</sup> [DfE Review of Children in Need, June 2019](#)

	<p>arrangements are clearly communicated to staff, agency workers, supply staff, volunteers and governors</p> <ul style="list-style-type: none"> <li>• 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/Dp DSL in school <sup>7</sup></li> <li>• 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/Dp DSLs 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 the MASH professional's helpline Children's Social Care Front Door service</li> <li>• 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</li> <li>• on induction, all staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements, code of conduct/behaviour protocols for staff, KCSE (Part 1) and the whistle blowing policy and guidance for safer working practices from the Safer Recruitment Consortium. Please note, from April 2020, this also includes an addendum in relation to potential changes to working practices due to the Covid-19 lockdown <a href="#">available here</a> and will be supported and then expected to understand how these policies and guidance documents apply to their role in school</li> <li>• all staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/Dp DSL, the MASH professional's helpline, Children's Social Care Front Door service and the NSPCC Whistle blowing Help line. This list will be reviewed regularly but at least annually by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A)</li> <li>• all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors <b>(see safeguarding leaflet and visitor information sheet handed to visitors by office staff when signing in)</b></li> <li>• ensure all staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional</li> </ul>
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<sup>7</sup> For service providers staff based in school we are clear that those staff are also clear on appropriate reporting protocols which have been issued to their staff and how this aligns into our school policy.

	<p>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</p> <ul style="list-style-type: none"> <li>• all staff, supply staff, volunteers and governors will undertake an induction meeting with the DSL on appointment and the DSL will be the single point of contact.</li> <li>• the DSL and Dp DSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex B of the current Keeping Children Safe in Education</li> <li>• staff understand and recognise the importance of the role of the DSL/Dp DSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children</li> <li>• the DSL/Dp DSL takes advice from MASH professional's helpline Children's Social Care Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the <a href="#">Local Threshold Guidelines</a></li> <li>• this policy is accessible to ALL, is placed on both the schools internet and paper copies will also be available in school (on the Safeguarding Notice Board in the staff room) for colleagues to access who do not have day-to-day access to a school network/PC</li> <li>• this policy and its associated guidance is reviewed by the governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL</li> <li>• as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. This includes an audit on any allegations against members of staff and safer recruitment. The school will also complete the a Section 11<sup>8</sup> audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP) to further evidence that safeguarding arrangements are effective.</li> <li>• parents have an understanding of the responsibility placed on school and staff for child protection, this is achieved in school as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website.</li> </ul>
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<sup>8</sup> Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children

<p><u>Training &amp; Awareness for ALL</u></p> <p>The DSL for child protection in school will ensure all <b>relevant</b> persons – who in school, we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people</p>	<ul style="list-style-type: none"> <li>• will know the name of the DSL/DP DSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate</li> <li>• all staff will be provided with basic child protection training (by the DSL or 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.</li> <li>• all staff will receive locally endorsed child protection training for school based staff at least every three (3) years</li> <li>• the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children/young people and also any agency workers and supply staff who are on placement with school at the point of time the training is delivered will also be included in the attendance</li> <li>• ALL will also receive regular safeguarding and child protection updates (regularly and at least annually) from the DSL and the Dp DSL's which is in line with advice and changing practice – both nationally and locally<sup>9</sup></li> <li>• the DSL and the Dp DSL's will attend Multi Agency Training every two (2) years for the child protection</li> <li>• the DSL/Dp DSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, e-learning, briefings, network meetings etc via their appraisal/mentor process and in taking time to read and digest safeguarding developments</li> <li>• opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols by making recommendations at staff meetings and regular safeguarding updates.</li> <li>• ALL are provided with additional documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> <li>○ who to contact and how to record when they have a concern (white sheet – Record of concern)</li> <li>○ who to contact and how to record when a child has made a disclosure to them (pink sheet – Record of disclosure)</li> </ul> </li> </ul>
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<sup>9</sup> 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.

	<ul style="list-style-type: none"> <li>○ information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B)</li> </ul> <p>As the current KCSE includes research linked to Serious Case Reviews<sup>11</sup>, we are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information, sharing information too slowly and a lack of challenge to those who appear not to be taking action.</p> <p>Our practice promotes early identification, intervention, reporting and support and we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the DDSL's who will ensure that information is appropriately recorded, reviewed and any necessary actions taken</p> <p>Information and processes for providing Early Help, Prevention and Intervention in North Tyneside can be <a href="#">found here</a></p>
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<p><u><b>Role &amp; Responsibilities of the DSL</b></u></p> <p>The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role they are clear on what they are responsible for which ensures that all <b>relevant</b> persons in school are also clear on the role of the DSL and Dp DSL's</p>	<ul style="list-style-type: none"> <li>• the DSL and the Dp DSL'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) or upon their appointment/placement in school should it be after this date, and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document</li> <li>• to ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way</li> <li>• work with the Local Authority and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to Safeguarding and Child Protection arrangements, which will include but not be limited to completion of a requested return e.g. a Section 11 audit.</li> <li>• work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at Initial Child Protection Conferences, core groups/care team meetings, Child Protection Review Conferences, Locality Team</li> </ul>
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<sup>11</sup> An analysis of Serious Case Reviews can be found [here](#)

	<p>Meetings and Team Around the Family (TAF) meetings which are part of the early help process</p> <ul style="list-style-type: none"> <li>• ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded.</li> <li>• ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations</li> <li>• to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit to North Tyneside Safeguarding Children Partnership NTSCP as and when requested.</li> <li>• to hold monthly pastoral meetings with staff to gather information on children's welfare and link siblings</li> </ul>
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<p><u>Safeguarding in Practice</u></p> <p>The DSL will ensure all <b>relevant</b> persons:</p>	<ul style="list-style-type: none"> <li>• know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/Dp DSL in school and understand their personal responsibility with regards to safeguarding and child protection matters in school</li> <li>• understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the <a href="#">Local Threshold Guidelines</a> to prevent concerns escalating</li> <li>• ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the Dp DSL's another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.</li> <li>• for teaching staff - the DSL and Dp DSL'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 <sup>12</sup></li> <li>• know that if a child/young person's situation does not appear to be improving the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy</li> </ul>
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<sup>12</sup> 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

	<ul style="list-style-type: none"> <li>• understand that the local authority and NTSCP provide escalation procedures as recommended from serious case reviews so a culture of effective challenge is promoted. Escalation and effective challenge procedures should be used when there are disagreements between professionals, service areas and/or individual services regarding decisions made about a child's safety, welfare and/or well-being. Escalation and effective challenge procedures are <a href="#">available here</a> and paper copies will also be available in school from the DSL for colleagues to access who do not have day-to-day access to a school network/PC.</li> <li>• raise any minor concerns at monthly pastoral meetings to ensure all staff remain vigilant</li> <li>• understand the need to be vigilant in identifying cases of harm/abuse and are able to <b>immediately</b> report concerns when they arise</li> <li>• know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret.</li> </ul> <p>ensure confidentiality protocols are adhered to and information is shared appropriately</p> <ul style="list-style-type: none"> <li>• know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance</li> </ul> <p><b>RECEIVE</b></p> <ul style="list-style-type: none"> <li>• React calmly; be aware of your non verbal messages.</li> <li>• If you don't understand the child's communication method, reassure the child, and find someone who can.</li> <li>• Don't interrogate the child, observe and listen, use active listening techniques.</li> <li>• Don't stop a child who is freely recalling significant events.</li> <li>• Keep responses short, simple, slow, quiet and gentle.</li> <li>• Don't end the conversation abruptly.</li> </ul> <p><b>REASSURE</b></p> <ul style="list-style-type: none"> <li>• Tell the child they are not to blame; and have done the right thing by telling you.</li> <li>• Tell the child what will happen next; be honest about what you can and can't do.</li> <li>• Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'.</li> </ul> <p><b>REACT</b></p> <ul style="list-style-type: none"> <li>• Explain what you have to do next and whom you have to tell. Inform the Designated Safeguarding Lead (DSL) or deputy DSL immediately.</li> <li>• understands that the Head teacher, DSL or the Dp DSL in school will disclose any information about a pupil to other members of staff on a need to know basis only</li> </ul>
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	<ul style="list-style-type: none"> <li>• recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be: <ul style="list-style-type: none"> <li>• addressed</li> <li>• managed sensitively and effectively</li> <li>• dealt with in a timely manner</li> <li>• dealt with in accordance with schools agreed policies/practices, including Whistle blowing Policy.</li> </ul> </li> <li>• understand that if they have a concern about another adult in school (including agency workers, supplystaff, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSE and as noted to all adults in school as part of induction and training protocols</li> <li>• ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of child on child abuse and how such allegations are managed.</li> </ul> <p>our child on child 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 KCSE regarding child on child sexual violence and sexual harassment where relevant..</p>
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<p><u>Working with Others</u></p> <p>The DSL for child protection in school will co-ordinate and lead on the following:</p>	<ul style="list-style-type: none"> <li>• undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm</li> <li>• contacting the Children's Social Care Front Door service for information, advice, guidance, (including use of the MASH professional helpline or to make a referral where there are concerns about harm a child/young person</li> <li>• ensuring that all <b>relevant</b> persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the Dp DSL</li> <li>• ensuring that any staff member is aware that they can make a referral to Children's Social Care Front Door Service should circumstances require this</li> <li>• 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</li> </ul>
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	<p>this will operate as a first day response or as agreed as part of any inter-agency plan in place</p> <ul style="list-style-type: none"> <li>• ensuring that the school have in place a Designated Teacher for looked-after and previously looked-after children and that their contact details are noted in the information attached at the end of this policy</li> <li>• work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child's personal education plan</li> <li>• recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges. The child protection procedures and practices which operate in school reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children</li> <li>• operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of the current KCSE</li> </ul>
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<p><u>Teaching &amp; Learning</u></p> <p><u>and</u></p> <p><u>Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<ul style="list-style-type: none"> <li>• children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including Relationship Education</li> <li>• that as we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place</li> <li>• the appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding</li> <li>• in accordance with Annex C of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology and have established mechanisms to identify, intervene and escalate any incident where appropriate</li> <li>• staff have an awareness of risk taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting which is also known as youth produced sexual imagery<sup>13</sup></li> </ul>
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<sup>13</sup> Guidance is available in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#).

	<ul style="list-style-type: none"> <li>• staff have an awareness issues can manifest themselves via peer on peer abuse child on child abuse. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.</li> <li>• staff are clear as to the school policy and procedures for managing peer on peer abuse / child on child including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE</li> </ul>
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### 3. SUPPORTING PUPILS

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

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

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

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

In school we will:	<ul style="list-style-type: none"> <li>operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current KCSE for all staff, agency workers, supply staff, and volunteers (including Governors) before individuals are appointed or placed into school</li> </ul>
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	<ul style="list-style-type: none"> <li>• ensure that at least one member of the governing body and the Head teacher is trained in Safe Recruitment Practices and at least one person who conducts the interview has completed safer recruitment training</li> </ul> <p>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 In accordance with Paragraph 138 and 144-147 of KSCE 2020 which notes a person prohibited under S128 is also disqualified from holding or continuing to hold office as a governor of a maintained school (e.g Community or Foundation School (Church or Learning Trust)).</p> <ul style="list-style-type: none"> <li>•</li> <li>• ensure that all staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment and that this is reported in annual safeguarding report for auditing purposes</li> <li>• 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 Working Practices for Adults who work with Children and Young People From April 2020, this also includes an addendum in relation to potential changes to working practices due to the Covid-19 lockdown <a href="#">available here</a>.</li> <li>• ensure that staff, agency workers, supply staff and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• ensure allegations are dealt with properly where school is not the employer e.g. allegations against supply teachers. In no circumstances will we cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. When using an agency, we will inform them of our process for managing allegation and will keep the agency involved and informed throughout any cases of allegations against their agency/supply workers.</li> <li>• Allegations Management: <ul style="list-style-type: none"> <li>○ implement Part 4 of the current KCSE (<i>Allegations of abuse made against teachers, including agency workers and supply staff, volunteers and other staff</i>) and all other relevant Safeguarding and Child Protection policies.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details</li> </ul>
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## Reference Document A

### Southridge First School

#### Contact Details for Child Protection and Safeguarding as at: 1<sup>st</sup> September 2020

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

Designation/Role	Contact Details	
Head Teacher	Name: Finn Willcock Telephone(s): 01912008709 Email:finn.willcock@ntlp.org.uk	
Chair of Governors	Name: Steve Williams Telephone(s): 01912008709 Email: office@southridgefirst.org.uk	
Designated Safeguarding Lead:	Name: Finn Willcock Telephone(s):01912008709 Email:finn.willcock@ntlp.org.uk	
Deputy Designated Safeguarding Lead:	Name: Tanya Parker Telephone(s): 01912008709 Email: tanya.parker @ntlp.org.uk	
Designated Teacher for Looked After Children	Name: Finn Willcock Telephone(s): 01912008709 Email:finn.willcock@ntlp.org.uk	
Designated Safeguarding Governor:	Name: Ian Selkirk Telephone(s):01912008709 Email:ianselkirk08@gmail.com	
Designated Officer – Local Authority	On duty LADO-Contactable through the Front Door Service-See below	
Front Door  Access to Multi-agency Safeguarding Hub (MASH)	0345 2000 109 Out of Hours  Out of Hours: 0330 333 7475 (evenings and weekends)	MASH Professional Helpline  0191 643 5555
Adult Social Care Gateway Team	0191 6432777	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	Dedicated DFE Prevent line 020 7340 7264	
NSPCC National Whistle Blowing Help Line:	0800 028 028 5 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	
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-6438804	Central -Based at Riverside Children's Centre-643 8899

## **Reference Document B**

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

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

- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Allegation management - adults
- Allegation management – made against other children/young people including peer to peer abuse
- Behaviour policy
- Complaints
- Confidentiality, data protection and information sharing
- E-safety, use of the internet, photography and mobile phones
- Early Help/Early Intervention and Prevention
- First aid
- Health & Safety
- Inclusion and Special Educational Needs and Disability (SEND)
- Induction procedures
- Intimate care policy
- Lettings & school security
- Mental Health and Well Being Policy (Children and Young People)
- Medicines in School policy
- Children Missing Education policy
- On line and e-safety
- Peer on peer / Child on Child abuse including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children safe in Education
- Physical intervention & use of reasonable force
- Promoting equality & diversity
- PSHE policy, including SRE policy (Relationship and Sex Education)
- Recruitment and Selection
- School trips and visits
- Staff behaviour policy (code of conduct)
- Visitors, supply staff, agency workers and volunteers (including Governors)
- Whistle blowing

## **Addendum – Spring 2021**

Changes made Jan 2021

Changes made March 2021

### **Addendum-North Tyneside School Safeguarding and Child Protection Policy-March 2021**

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. Additions should be made to this document where necessary to ensure the information is bespoke to each setting. This information is in addition to the school's full child protection policy document and 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 recommended in the DfE safeguarding guidance for schools issued at the beginning of the pandemic.

We are currently operating different to business as usual. However, a number of important safeguarding principles remain the same:

- [Keeping Children Safe in Education](#) (KCSIE) is statutory safeguarding guidance that schools and colleges should continue to have regard to as required by legislation and/or their funding agreements.
- the best interests of children must always continue to come first
- safeguarding concerns about any pupil should be acted on immediately and concerns reported as and when they arise including completing written records 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
- staff must understand they have a professional responsibility to report concerns ensuring confidentiality protocols are adhered to and information is shared
- children should continue to be protected when they are online
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children

#### **Staff training and induction**

All school staff have accessed child protection training within the last three years with regular updates where relevant from the DSL or deputy DSL so are aware of issues to be concerned about. For staff who need an update, an e-learning session is [available here](#)

If staff need to work in different settings they should be given an appropriate level of safeguarding induction by the receiving school. If staff work in different settings, the level of safeguarding induction required will be judged on a case-by-case basis as usually, the existing workforce will already have received appropriate safeguarding training.

Induction should include but is not limited to the following

- The school's child protection policy
- 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 or deputy 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
- Re-read Part 1 of the current Keeping Children Safe in Education (KCSE), which outlines types of abuse and neglect and what to do about it



All visitors to the school including staff shared from another setting, 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 part of the 'induction' for visitors to the school. This is [available here](#) on the school's HR page on the Education Services website.

These procedures 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 into 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. Further information is available below regarding 'code of conduct'

### **Designated Safeguarding Lead coverage in school**

As more children return, we endeavour to have a DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case there are two options we will consider:

- a trained DSL (or deputy) from the school will be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)

*Please note: At the start of lockdown and restrictions, the government advised, that for the period coronavirus measures are in place, 'trained' DSLs (or deputy DSLs) will continue to be classed as DSL/DDSLs even if they cannot access refresher training.*

*However, we aim to ensure this training is still accessed every two years for all DSL/DDSLs in school as they can attend North Tyneside Safeguarding Children Partnership (NTSCP) training which has been made available via webinars during this time.*

*In addition, in school our DSL/DDSLs will continue to do what they reasonably can to keep up to date with ongoing safeguarding developments via information from local safeguarding partners, newsletters, professional advice groups and e-learning, and pass this information to staff where relevant to ensure on-going safeguarding CPD in school.*

Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader will take responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, school will ensure that staff and volunteers always have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them

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

During and following lockdown periods, we are aware there may be an increase in new safeguarding concerns about individual children whether we see them in person and/or as we have contact with them virtually. Normal safeguarding procedures should apply. Capacity to support this has been increased within the North Tyneside MASH team and through the MASH professional's helpline.

We will ensure relevant safeguarding and welfare information held on all children (whether in school or at

home) remains accurate by doing all we reasonably can to ask parents, carers and other multi-agency partners to advise of any changes regarding welfare, health and wellbeing that we should be aware of.

We will as a school, continue to be vigilant in all areas of safeguarding but recognise there may be an increase in particular areas of concern and will act and intervene appropriately, seeking support of other services and professionals where relevant. These may include but are not limited to the following-neglect, domestic abuse, online safety issues, exploitation, mental health issues, young carers. General advice for dealing with all areas of concern are noted below.

### **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 or deputy DSL immediately
- Make a record of the conversation if asked to do so. Your DSL or deputy DSL will help you with this if needed.

### **Also remember that**

- Children are also capable of abusing their peers and we will continue to manage any report of such abuse and support for victims in line with the principles as set out in part 5 of [KCSIE](#) during this time regardless of the different circumstances we are operating in
- Abuse can happen online. See the additional information below on online safety.
- Prevent is a vital part of our work to safeguard children from radicalising influences, and it remains in operation in local authorities during this challenging time.
- Information about a pupil may sometimes only be shared with other staff on a need to know basis

### **Reporting concerns about a child/young person**

If you have concerns about a child's welfare,

- contact the available DSL (or deputy) in the first instance if available, even by phone as set out above.
- If not available, staff should then speak to another member of senior staff. This could be someone acting in place of the DSL.
- If a DSL or deputy 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 or deputy DSL as soon as is practically possible.

- Document all records of decisions made and actions taken.

### **Working with others**

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 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.

If a child needs to attend another setting, we will continue to ensure any relevant welfare and child protection information is appropriately shared ideally before the child arrives and, where that is not possible as soon as reasonably practicable. Where possible this will be between DSL/DDSLs or SENCOs (as appropriate) and if not, senior leaders will take responsibility. As a minimum the receiving setting should, as appropriate, be aware of the reason the child is vulnerable and any arrangements in place to support them, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is (and, for looked-after children, who the responsible virtual school head is as they should manage this process for looked-after children).

We will continue to have appropriate regard to data protection law but understand that does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found in part 2 of the current Keeping Children Safe in Education.

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. As a school we will consider these notifications to deem if the pupils involved are 'otherwise vulnerable' to decide if and what additional contact should be made in light of new concerns.

### **Attendance**

We understand that school attendance is a protective factor in many ways for children and especially where there are safeguarding concerns. Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

We will continue to work with relevant multi-agency partners and families to support appropriate attendance and returns to school when necessary. For pupils with an EHC plan, additional information on risk assessments is available through the North Tyneside SEND support service who can be contacted on 0191 6438684.

### **Supporting pupils not in school**

The DSL/DDSL will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not in school. 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. To safeguard staff, calls should be via the school phones and devices. All contact including phone contact and/or doorstep visits should be documented.

Almost all children defined as vulnerable will already have an allocated Children's Services Family Partner or Social Worker and in addition to support from school, 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 school or a child or young person deemed vulnerable may not attend school despite the school making a placement available. In these cases, the school will make contact in the first instance with the MASH professional's helpline on 0191 643 5555. School 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.

We will encourage all pupils to attend school. In circumstances where a parent is concerned about their child attending school, will explore the reasons for this directly with the parent and talk through these anxieties with the parent following the advice set out by Public Health England.

We will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support the above, we will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

### **Code of conduct/staff behaviour policy**

All school staff should already be aware of the school code of conduct in terms of staff behaviour in school. Please continue to apply these principles and discuss any potential modifications with the head teacher, DSL or deputy 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 to the head teacher, DSL/DDSL.

We will update any visitors working in our school of our code of conduct and if you are working in a different setting, the DSL/DDSL should update you on their code of conduct as every school can have different safer working practices.

The Safer Recruitment Consortium who produce Guidance for Safer Working Practices have also developed an addendum to their main document. Both the original and the addendum are [available here](#)

Any remote contact or online teaching should follow the same principles as set out in the code of conduct and Acceptable Use Policy. School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements and safeguarding protocols.

### **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, or if your concern is about the head teacher contact the DSL/DDSL or you can report these concerns yourself to the Local Authority Designated Officer (LADO) who is contactable on the Front Door number 03452000109.

### **Online safety**

In compliance with the Remote Education, Temporary Continuity Direction<sup>1</sup> will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19). This may mean increased online risks involving pupils, their peers and staff in a variety of contexts. Any reported online contact that causes a concern will be dealt with by following the

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<sup>1</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote\\_Education\\_Temporary\\_Continuity\\_Direction\\_-\\_Explanatory\\_Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)

school's safeguarding procedures. As a school we recognise that each individual scenario may need a tailored response to an online issue which may need a response varying from contact with parents, children's social care and/or the police. We have reviewed our Acceptable Use policy, IT policy and other associated policies (e.g. social media policy) at this time and have reminded staff about adhering to acceptable online conduct, use of devices and social media posts/profiles. As a school **we have considered the advice issued from the local authority on Safeguarding in Remote Learning and** follow the guidance [available here](#) which includes information and links on the following areas.

- Safeguarding pupils and teachers online
- Reporting concerns
- Communicating with parents, carers and pupils
- Virtual lessons and live streaming
- Providing pastoral care remotely
- Personal data and GDPR
- Acceptable Use

### **Further guidance**

As a school, we will face unique challenges at this time, including as and when we welcome back more children and staff. Where reasonably possible and where relevant, the DSL/DDSL will consider these challenges in a child protection context and reflect them in the child protection policy as appropriate. This may include but is not limited to the following.

- Attendance monitoring
- Staffing and recruitment
- Single Central Records
- Information Governance
- 'Wider opening and health and safety' risk assessments Personal care (including First Aid, medication and intimate care)
- Behaviour and exclusions

*School Improvement Safeguarding training and development Officer* **(March 2021)**

<sup>1</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote Education Temporary Continuity Direction - Explanatory Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)