



# **LONGBENTON** HIGH SCHOOL

## **Safeguarding and child protection**

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<b>RESPONSIBILITY:</b>	AHT Pastoral
<b>IMPACT ASSESSMENT:</b>	Yes
<b>GOVERNING COMMITTEE:</b>	Staffing Sub-Committee
<b>REVIEWED:</b>	April 2020
<b>RATIFIED:</b>	
<b>WEBSITE:</b>	Yes
<b>NEXT REVIEW DATE:</b>	September 2020

## Safeguarding and child protection policy with further references

### Terms used in this document

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

### **SAFEGUARDING POLICY**

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

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

We define children and young people in our school as being children within the age ranges of 11 to 18 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 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 2019**<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.*

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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 2019) referred to as 'the current KCSE'

## 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 - 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
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 local multi agency safeguarding arrangements<sup>1</sup>

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 e-Safety concerns and NSPCC help lines are made available to ALL</li> <li>• a code of behaviour for governors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures</li> <li>• safe recruitment<sup>2</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 e-Safety, domestic violence<sup>3</sup>, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, serious violence</li> </ul>

<sup>1</sup>

In line with recommendations from the Wood review (2016) and Working Together (2018), 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.

<sup>2</sup> In accordance with current KCSE part three

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

	<p>and violent crime, race and racism ,extremism and peer on peer abuse including harmful sexualised behaviours<sup>1</sup></p> <ul style="list-style-type: none"> <li>• School understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training<sup>2</sup> to raise awareness of the Prevent agenda<sup>3</sup> and issues of extremism and radicalisation</li> <li>• our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact, 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</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>1</sup> In accordance with current KCSE part five

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

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

# 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, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

### 1. PREVENTION

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

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

so that every child and young person can:

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

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

In school we will therefore:

<u>Adults</u>	<u>Children/Young People</u>
<ul style="list-style-type: none"> <li>• provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Part 1 of the current KCSE, Code of Conduct/Staff behaviour Protocol, identity and role of the Designated Safeguarding Lead (DSL) and any deputies, pupil behaviour policy, the school's response to children missing education and whistleblowing procedures.</li> </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>

<ul style="list-style-type: none"> <li>• 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</li> <li>• provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally</li> <li>• ensure that all staff receive training endorsed locally on child protection at least every three (3) years</li> <li>• ensure that the DSL (s) and/or deputies attend Multi-Agency Training every two (2) years</li> <li>• in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually</li> <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<sup>1</sup>, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)<sup>2</sup></li> <li>• 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</li> </ul>
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## 2. CHILD PROTECTION PROCEDURES

In school we follow procedures in line with Local Multi-agency Safeguarding arrangements.<sup>3</sup>

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

<sup>1</sup> See DfE guidance on Teaching Online Safety in Schools [available here](#)

<sup>2</sup> The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) mandatory from September 2020.

<sup>3</sup> In line with recommendations from the Wood review (2016) and Working Together (2018), 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.



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

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</li> <li>• the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description. Whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated</li> <li>• the DSL and their Deputies will undertake appropriate multi agency training every two (2) years</li> <li>• 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</li> </ul>
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<sup>1</sup> In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

	<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/DDSL in school <sup>1</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/DDSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership team and/or take advice from 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, the current 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</li> <li>• 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)</li> <li>• all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors</li> <li>• ensure all staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that school provides on safe working practices</li> <li>• all staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school</li> </ul>
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<sup>1</sup> For service providers staff based in school we are clear that those staff are also clear on appropriate reporting protocols which have been issued to their staff and how this aligns into our school policy.

	<ul style="list-style-type: none"> <li>• the DSL and DDSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex B of the current Keeping Children Safe in Education</li> <li>• staff understand and recognise the importance of the role of the DSL/DDSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children</li> <li>• the DSL/ DDSL takes advice from 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 main office 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 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 11<sup>1</sup> audit to further evidence that safeguarding arrangements are effective</li> <li>• parents have an understanding of the responsibility placed on school and staff for child protection, this is achieved in school as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website</li> </ul>
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<p><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/ DDSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate</li> <li>• all staff will be provided with basic child protection training (by the DSL or DDSL), immediately that they are appointed/placed in school and then attend locally endorsed child protection training for school based staff within a half term</li> </ul>
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<sup>1</sup> Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children

	<ul style="list-style-type: none"> <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 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 D DSL's which is in line with advice and changing practice – both nationally and locally <sup>1</sup></li> <li>• the DSL and the D DSL's will attend Multi Agency Child Protection Training every two (2) years</li> <li>• the DSL/ D DSL 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</li> <li>• opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols, primarily through an open culture of reporting issues. A range of activities such as reflection and review of practice to regular CPD throughout the school year</li> <li>• ALL are provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> <li>○ who to contact when they have a concern (attached as Reference Document A and also LHS 'red card')</li> <li>○ where and how to log concerns using CPOMs and the CPOMs User Guide</li> <li>○ information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B)</li> </ul> </li> </ul> <p>As the current KCSE includes research linked to Serious Case Reviews<sup>2</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. Our practice promotes early identification, intervention, reporting and support and we have</p>
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<sup>1</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.

<sup>2</sup> An analysis of Serious Case Reviews can be found [here](#)

	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
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<p><u>Role &amp; Responsibilities of the DSL</u></p> <p>The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role they are clear on what they are responsible for which ensures that all <b>relevant</b> persons in school are also clear on the role of the DSL and DDSL's</p>	<ul style="list-style-type: none"> <li>• the DSL and the DDSL's are responsible for ensuring that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all school and college staff (Part ONE ) 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</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 an annual return e.g. including a Section 11 audit</li> <li>• work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at meetings</li> <li>• ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded</li> <li>• ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations</li> <li>• to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit</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/ DDSL in school and understand their personal responsibility with regards to safeguarding and child protection matters in school</li> <li>• understand that school staff are in an important position to identify concerns early and provide help for children, where</li> </ul>
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	<p>relevant and linked to the <a href="#">Local Threshold Guidelines</a> to prevent concerns escalating</p> <ul style="list-style-type: none"> <li>• ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DDSL's another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child</li> <li>• for teaching staff - the DSL and DDSL's will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as a teaching professional including the Female Genital Mutilation (FGM) mandatory reporting duty <sup>1</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> <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> </ul>
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<sup>1</sup> 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

	<ul style="list-style-type: none"> <li>• 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</li> <li>• Inform the Designated Safeguarding Lead (DSL) or DDSL immediately</li> <li>• understands that the Head teacher, DSL or the DDSL in school will disclose any information about a pupil to other members of staff on a need to know basis only</li> <li>• recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be: <ul style="list-style-type: none"> <li>• addressed</li> <li>• managed sensitively and effectively</li> <li>• dealt with in a timely manner</li> <li>• dealt with in accordance with schools agreed policies/practices, including Whistleblowing Policy</li> </ul> </li> <li>• understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc.) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSE and as noted to all adults in school as part of induction and training protocols</li> <li>• ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer abuse and how such allegations are managed</li> </ul> <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 KCSE regarding child on child sexual violence and sexual harassment</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 the early help pathway) or to make a referral where there are concerns about harm a child/young person</li> <li>• ensuring that all <b>relevant</b> persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DDSL</li> </ul>
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	<ul style="list-style-type: none"> <li>• ensuring that any staff member is aware that they can make a referral to Children’s Social Care Front Door Service should circumstances require this</li> <li>• reporting an unexplained school absence to the child/young person’s Social Worker or Children’s Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place</li> <li>• ensuring that the school have in place a Designated Teacher for looked-after and previously looked-after children and that their contact details are noted in the information attached at the end of this policy</li> <li>• work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child’s personal education plan</li> <li>• recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges. 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 and Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<ul style="list-style-type: none"> <li>• children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)<sup>1</sup></li> <li>• that as we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place</li> <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> </ul>
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<sup>1</sup> The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) mandatory from September 2020



	<ul style="list-style-type: none"> <li>• in accordance with Annex C of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology<sup>1</sup> and have established mechanisms to identify, intervene and escalate any incident where appropriate</li> <li>• staff have an awareness of risk taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting which is also known as youth produced sexual imagery<sup>2</sup></li> <li>• staff have an awareness issues can manifest themselves via peer on peer 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<sup>3</sup>, messages, voicemails, IM's, videos, etc. either via phone, computer, webcam or other devices)</li> <li>• 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</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.

<p>In school we will endeavour to support the pupil through:</p>	<ul style="list-style-type: none"> <li>• the content of the curriculum to encourage self-esteem and self-motivation</li> <li>• the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued</li> <li>• the school's pupil behaviour policy which is aimed at supporting vulnerable pupils in school</li> <li>• ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the</li> </ul>
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<sup>1</sup> See DfE guidance on Teaching Online Safety in Schools [available here](#)

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

<sup>3</sup> Further information on upskirting can be [found here](#)

	<p>offence committed by the child/young person, but does not damage the pupil's sense of self worth</p> <ul style="list-style-type: none"> <li>endeavouring to ensure that the pupil fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers</li> <li>liaison with other agencies as appropriate which support the pupil</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>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>
<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"> <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

<p>In school we will:</p>	<ul style="list-style-type: none"> <li>operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks</li> </ul>
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	<p>are undertaken according to the current KCSE for all staff, agency workers and volunteers (including Governors) before individuals are appointed or placed into school</p> <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</li> <li>• ensure that all Governors in maintained schools have in place an enhanced DBS certificate without barred list check unless they are also in regulated activity and a Section 128 check regarding the management of a school</li> <li>• ensure that all staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment</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 the Safer Consortium's <a href="#">'Safer Working Practices for Adults who work with Children and Young People'</a></li> <li>• 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)</li> <li>• ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable</li> <li>•</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 and other staff</i>) and all other relevant Safeguarding and Child Protection policies</li> <li>○ in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details</li> </ul> </li> </ul>
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## Reference Document A

### Longbenton High School

#### Contact Details for Child Protection and Safeguarding as at: [August 2019]

(\*these details will next be reviewed in August 2020 to ensure that they remain relevant)

Designation/Role	Contact Details	
Head Teacher	Name: Mr P Quinn Telephone(s):01912189500 Email: <a href="mailto:pq@lblearning.com">pq@lblearning.com</a>	
Chair of Governors	Name: Mrs S Palmerley Telephone(s): 01912189500 Email: <a href="mailto:lhs@lblearning.com">lhs@lblearning.com</a>	
Designated Safeguarding Lead:	Name: Mrs K Holbrook Telephone(s): 01912189500 Email: <a href="mailto:kho@lblearning.com">kho@lblearning.com</a>	
Deputy Designated Safeguarding Lead:	Name: Mrs V Short Telephone(s):01912189500 Email: <a href="mailto:vs@lblearning.com">vs@lblearning.com</a>  Name: Ms S Wood Telephone(s) 01912189500 Email: <a href="mailto:swo@lblearning.com">swo@lblearning.com</a>  Name: Mr I Williams Telephone(s):01912189500 Email: <a href="mailto:iw@lblearning.com">iw@lblearning.com</a>  Name: Miss L Foster Telephone(s):01912189500 Email: <a href="mailto:lfo@lblearning.com">lfo@lblearning.com</a>	Mobile(s):  Mobile(s):  Mobile(s):  Mobile(s):
Designated Teacher for Looked After Children	Name: Mr I Little 2189500 Email: <a href="mailto:il@lblearning.com">il@lblearning.com</a>	Telephone(s): 0191 Mobile(s):
Designated Officer – Local Authority	LADO-Contactable through the Front Door Service-See below	
Front Door	0345 2000 109	
Access to Multi-agency Safeguarding Hub (MASH)	Out of Hours 0191 200 6800	
Adult Social Care Gateway Team	0191 6432777	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	Dedicated DFE Prevent line 020 7340 7264	
NSPCC National Whistle Blowing Help Line:	0800 028 0285 <a href="http://help@nspcc.org.uk">help@nspcc.org.uk</a>	
Integrated Locality Teams:	North West-Based at Shiremoor Children’s Centre-6432110	South West-Based at Howdon Children’s Centre-6432229

## 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 and guidance in school. This includes, but is not limited to the following list.

- Bullying Student Conduct (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
- Arrangements for those educated in alternative provisions and those educated other than in school
- Behaviour for learning policy (including exclusions)
- Children Missing Education 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
- Special Educational Needs and Disability (SEND)
- Induction procedures
- Intimate care
- Lettings & school security
- Looked after and previously looked after children policy
- Managing Medicines policy
- On line and e-safety
- Peer on peer abuse policy including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children Safe in Education
- Violence towards staff
- use of reasonable force
- Single equality
- Preventing radicalisation and extremism
- Sex and relationships education
- Pupil Premium

- Recruitment, selection DBS and vetting
- Pastoral support plan
- Escalating and resolving professional concerns
- Educational visits
- Staff code of conduct
- Visitors, agency workers and volunteers (including Governors)
- Whistle blowing
- CCTV
- Drugs
- Home visits

## **Addendum-North Tyneside School Safeguarding and Child Protection Policy-April 2020**

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.

### **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 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 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 our 'induction' for visitors to the school. This is [available here](#) on the school's HR page on the Education Services website.

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 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.

### **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 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. We are providing support for children that we deem vulnerable and on the edge of children's social care interventions. In the first instance Year Leaders are an initial point of contact and are supported by DSLs and SLT. If there is a concern around these children or any others, the concerned professional should make contact in the first instance with the MASH professionals helpline on 0191 643 5555.

During this time, you may be asked to make remote contact, phone contact and/or doorstep 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 could be 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 decisions 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 (April 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. In the event that we choose to put in place an arrangement where a member of our schools team was 'loaned/ provided' to another school as a 'worker' and the staff member was in agreement with our expectations would continue to operate but we would accept that these could be in addition to/ would complement the existing arrangements in place in the school where our employee had been loaned to. Where such arrangements were put in place, we would ensure that appropriate secondment arrangements were enacted.

For the remainder of this document the advice contained therein refers to a member of staff from our School working on another schools site and not a 'loan' arrangement as noted above, and which would only be applied in exceptional circumstances, and with agreement of the member of staff.

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 Schools 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.

If Longbenton were a host school we would require any staff on our site to produce an enhanced DBS and valid photographic ID before working with any student or being in the school unsupervised. That individual would be added to the school's SCR for that day to ensure an accurate record remained in place of staff in Longbenton on that date. If an individual has a DBS risk assessment on file at their home school this should be shared with Longbenton; the responsibility for having a conversation with the individual regarding potential sharing of information and what that could mean<sup>1</sup> would be the responsibility of the home school and should take place prior to that individual being nominated to work at Longbenton. 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. As such, should an individual exercise this right they would not be able to work at Longbenton through a sharing of staff arrangement.

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 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 which refers to supervised contact and appropriate risk assessments being in place. 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. In the event we enter into a 'loan' arrangement as referenced previously (e.g. loaning a member to our staff to another school) the requirements for SCR recording will change and in this rare instance we will provide to the school to which we have loaned our employee sufficient data to allow that school to note appropriate information on its SCR. For reference in these instances we would deem our employee to be similar to an agency/ supply worker (although we would retain their full employment responsibilities including the payment of benefits) and would provide this standard of information being mindful of GDPR requirements.

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.