



LONGBENTON HIGH SCHOOL

Safeguarding and Child Protection

October 2021

Terms used in this document

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

SAFEGUARDING POLICY

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

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

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

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

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

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

LEGISLATION

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

Section 175 of the Education Act 2002 states.

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

- the governing body of a maintained school¹ shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child² protection responsibilities clear and places an obligation on schools to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in current **Working Together to Safeguard Children**³ as:

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

In addition, **Keeping Children Safe in Education 2021**⁴ outlines:

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

THE CHILD PROTECTION POLICY PRINCIPLES

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

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

² Child means a person under the age of eighteen.

³ Working Together guidance 2018 referred to throughout this document as ‘the current Working Together’ The 2020 updates are included in the version dated 2018.

⁴ Keeping Children Safe in Education (September 2021) referred to throughout this policy guidance as ‘the current KCSE’.

	<p>appropriately - this may require a referral to children's social care Front Door service, the Designated Officer for the Local Authority (referred to as <i>LADO</i>), the Police other agencies as appropriate.</p> <ul style="list-style-type: none"> • arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice • links are made to all associated policies and procedures which promote children's safety and welfare which includes but is not limited to health and safety, anti-bullying, protection of children online/online safety, mental health, peer to peer violence and abuse, behaviour, and procedures for those with special education needs and disabilities (SEND).
Equality of Application	<ul style="list-style-type: none"> • no child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs • all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs
Up to Date	our policy is reviewed, approved, and endorsed by the Governing Body annually, when legislation changes or as and when safeguarding arrangements or practice in school necessitates the need for an additional review.
Coronavirus response to Safeguarding in School	in addition to having a child protection policy in place reflecting business as usual, a coronavirus addendum that summaries key coronavirus related changes should be in place alongside this policy for the duration of any coronavirus restrictions. This addendum may become inactive, be reinstated or updated if necessary, as Covid-19 restrictions change. Guidance on the current North Tyneside safeguarding and child protection policy Covid-19 addendum can be found at reference document C of this policy guidance document. Schools should decide as and when the addendum to the policy applies.
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 is placed on the school website. Paper

	copies are available from the school office for those who cannot access the school website online
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CHILD PROTECTION PROCEDURES AND SYSTEMS

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

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

Our procedures and systems include:

Responsibility	a named senior designated safeguarding lead (and deputy/ies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	a description of what child abuse and exploitation is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help, concerns about the actions of a staff member, governor, or volunteer. This includes concerns that are raised about a child from their home life, wider community and/or time spent online.
Responsibilities are clearly understood which include	<ul style="list-style-type: none"> ● relevant contact details for children's services, police, health, the Designated Officer for the Local Authority (referred to as the LADO) and NSPCC help lines are made available to ALL ● a code of behaviour for staff, governors, and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures. Staff should also be clear on the 'low level concerns' policy outlined in the staff code of conduct. ● safe recruitment⁵, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff, agency workers, supply staff and volunteers who have direct or indirect contact with children ● 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

⁵ In accordance with current KCSE part three

	<ul style="list-style-type: none"> ● requirements for staff, governors and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of e-safety, domestic abuse⁶, honour based abuse, forced marriage, female genital mutilation, children who live away from home or go missing⁷, child sexual exploitation, child criminal exploitation, serious violence and violent crime, race and racism ,extremism and peer on peer/child on child abuse including harmful sexualised behaviours⁸ . ALL staff should read Part One and Annex B of the current KCSE for further information on safeguarding issues. ● 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 training⁹ to raise awareness of the Prevent agenda¹⁰ and issues of extremism and radicalisation ● our safeguarding policy and procedures are tailored to our children and their needs and consider any particular vulnerabilities of the children with whom we have contact. This can include but is not limited to very young children, those living with parental drug/alcohol misuse, adult mental health issues, domestic abuse, those with young carers responsibilities or part of a homeless family or family with prisoner or offending parents or carers, special educational needs and/or disability, frequently missing children or those engaging in criminal or ant-social behaviours who may be at risk of exploitation. Those who have returned home from care or who are privately fostered can also be vulnerable as can those children and young people with mental health needs and those misusing drug or alcohol themselves ● In line with the current KCSE and the recent review of Children in Need,¹¹ teacher of children with an allocated social worker (or have previously been allocated a social worker), will be supported to promote their welfare and educational outcomes.
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⁶ Including engagement with the Operation Encompass scheme between police, children's social care and schools

⁷ Including engagement with the Operation Endeavour scheme between police, children's social care and schools

⁸ In accordance with current KCSE part five

⁹ Available through the North Tyneside e-learning [here](#) or [Home Office e-learning](#)

¹⁰ [Advice](#) on The Prevent Duty for schools

¹¹ [DfE Review of Children in Need, June 2019](#)

	<ul style="list-style-type: none"> ● Signs and indicators of abuse can be found here on the NSPCC website. ● All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Behaviour Welfare Coordinator / DDSL for mental health issues in school which will be closely linked to the designated safeguarding lead (or deputy). ● 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 ● 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.
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> ● a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners ● guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration

CHILD PROTECTION POLICY

INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
3. **SUPPORT TO PUPILS** who may have been harmed/abused.

4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, supply staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

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

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

so that every child and young person can:

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

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

In school we will therefore:

Adults	Children/Young People
<ul style="list-style-type: none"> • provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Part 1 of the current KCSE (and Annex B), Code of Conduct/Staff behaviour Protocol (including the procedures for reporting low level concerns) identity and role of the Designated Safeguarding Lead (DSL) and any deputies, pupil behaviour policy (which now needs to include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying), peer on peer abuse policy and the school's response to children missing 	<ul style="list-style-type: none"> • ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty • establish and maintain an ethos where children/young people feel secure, are encouraged to talk, and are listened to • ensure all staff should be able to reassure children and young people that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

<p>education and whistleblowing procedures.</p> <ul style="list-style-type: none"> ● provide induction training that is structured to ensure all new staff, supply staff, agency workers and volunteers (including Governors) can attend appropriate child protection training and online safety training as soon as reasonably possible after their appointment ● provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally ● ensure that all staff receive training endorsed locally on child protection at least every three (3) years ● ensure that the DSL (s) and/or deputies (DDSLs) attend North Tyneside Safeguarding Children Partnership (NTSCP) multi-agency safeguarding Training every two (2) years ● in addition to DSL formal training and any general staff updates, the DSL/DDSLs are supported to update their knowledge and skills (e.g., via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually ● we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates 	<ul style="list-style-type: none"> ● encourage and reinforce essential skills for every child/young person such as self-esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life ● develop and deliver a robust curriculum which is fit for purpose to equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help ● children are taught about safeguarding, (including online)¹², through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)¹³ ● safeguard children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place but that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding ● follow the advice provided in the current KCSE-Annex D to support governors, staff, pupils, and parents as we increasingly work online to understand the risks associated with online content, contact, conduct and commerce
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¹² See DfE guidance on Teaching Online Safety in Schools [available here](#)

¹³ The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Guidance [available here](#).

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2. CHILD PROTECTION PROCEDURES

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

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

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

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher or DSL (or any DDSLs) or Designated Teacher for Looked After Children (LAC)¹⁴ disclosing any information about a pupil to other members of staff on a need to know basis only.

However, in line with the current KCSE, we share information about the welfare, safeguarding and child protection issues that children, including children with an allocated social worker (or have previously been allocated a social worker), are experiencing, or have experienced, with relevant teachers and school staff in order to promote their welfare and educational outcomes. This is in line with the recent review of Children in Need.¹⁵

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

¹⁴ In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

¹⁵ [DfE Review of Children in Need, June 2019](#)

- Safeguarding in Practice
- Working with Others
- Teaching & Learning and the Curriculum

In our school the Governing Body ensures:

<p><u>Overarching Principles:</u></p>	<ul style="list-style-type: none"> ● we have a DSL for Child Protection who is part of the school's senior leadership team ● 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 ● the DSL and their Deputies will undertake appropriate local North Tyneside Safeguarding Children Partnership (NTSCP) multi agency safeguarding training every two (2) years ● we have three appropriately trained and experienced Deputy DSL's (DDSL's) in school and these arrangements are clearly communicated to staff, supply staff, agency workers, volunteers, and governors ● staff, supply staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a child/young person that they need to contact the DSL/DDSL in school ¹⁶ ● all staff, supply staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/DDSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership team and/or take advice from the MASH professional's helpline and Children's Social Care Front Door service ● all staff, supply staff, agency workers, volunteers, governors and other adults supporting/working in school are provided with an immediate induction relevant to their role in school, this induction will then increase as appropriate linked to their role in school and the expected duration of that role
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¹⁶ 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.

- on induction, all staff, supply staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements (including procedures for peer on peer abuse, online safety ,children missing education, pupil behaviour and recognising the additional vulnerabilities of those with SEND), code of conduct/behaviour/low level concerns protocols for staff, Part 1 of the current KCSE (including Annex B (if working directly with children) the whistle blowing policy and guidance for safer working practices from the Safer Recruitment Consortium. Please note, from April 2020, this also included an addendum in relation to potential changes to working practices due to the Covid-19 lockdown. Both versions are [available here](#). ALL will be supported and then expected to understand how these policies and guidance documents apply to their role in school
- all staff, supply staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/ DDSL, the MASH professional's helpline, Children's Social Care Front Door service and the NSPCC Help Line's which include the Whistleblowing helpline and the Report Abuse in Education helpline. This list will be reviewed regularly but at least annually by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A)
- all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors
- ensure all staff, supply staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that school provides on safe working practices
- all staff, supply staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school
- the DSL and DDSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex C of the current Keeping Children Safe in Education

	<ul style="list-style-type: none"> • staff understand and recognise the importance of the role of the DSL/DDSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children • the DSL/ DDSL takes advice from the MASH professional's helpline and Children's Social Care Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the Local Threshold Guidelines • this policy is accessible to ALL, is placed on both the school's website and paper copies will also be available in school office, school kitchen and technical services office, for colleagues to access who do not have day-to-day access to a school network, PC, or electronic device • this policy and its associated guidance is reviewed by the governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL • as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor. This provides updates of practice that operates in school, including but not limited to any changes linked to legislation, development of good practice, analysis of current safeguarding patterns and trends (including low level concerns), feedback from staff and the child's voice linked to safeguarding practice in school. This is to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete a Section 11¹⁷ audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP) to further evidence that safeguarding arrangements are effective • parents have an understanding of the responsibility placed on school and staff for child protection. This is achieved in school as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website
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<p><u>Training & Awareness for ALL</u></p> <p>The DSL for child protection in school will</p>	<ul style="list-style-type: none"> • will know the name of the DSL/ DDSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate
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¹⁷ 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>ensure all relevant persons – who in school, we define to include all staff, supply staff, agency workers and volunteers (including Governors) who have contact with children/young people</p>	<ul style="list-style-type: none"> ● all staff will be provided with basic child protection training (by the DSL or DDSL), immediately that they are appointed/placed in school and then attend locally endorsed child protection training for school based staff within a half term ● all staff will receive locally endorsed child protection training for school based staff at least every three (3) years ● the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children/young people. Any supply staff and agency workers who are on placement with school at the point of time the training is delivered will also be included in the attendance ● ALL will also receive regular safeguarding and child protection updates (regularly and at least annually) from the DSL and the DDSL's which is in line with advice and changing practice – both nationally and locally ¹⁸ ● the DSL and the DDSL's will attend North Tyneside Safeguarding Children Partnership (NTSCP) multi agency safeguarding training every two (2) years ● the DSL/ DDSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, e-learning, briefings, network meetings, via their appraisal/mentor process and in taking time to read and digest safeguarding developments ● opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols through regular pastoral and year team meetings, an open culture of reporting issues, open door access to DSL/DDSLS and a range of activities such as reflection and review of practice during CPD throughout the school year ● ALL are provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> ○ who to contact when they have a concern (attached as reference document A)
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¹⁸ For service providers staff based in school we are clear that those staff are also supported to understand how their employer's policy and practices align into our school policy and safeguarding culture.

	<ul style="list-style-type: none"> o information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B) o any amendments to practice where Covid-19 regulations require a change in staffing, contact with children, other arrangements etc. (attached as reference document C) <p>As the current KCSE includes research linked to Serious Case Reviews¹⁹, we are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information with the right people within and between agencies, sharing information too slowly and a lack of challenge to those who appear not to be taking action.</p> <p>Our practice promotes early identification, intervention, reporting and support and we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the DDSL's who will ensure that information is appropriately recorded, reviewed and any necessary actions taken</p> <p>Information and processes for providing Early Help, Prevention and Intervention in North Tyneside can be found here</p>
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<p><u>Role & Responsibilities of the DSL</u></p> <p>The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role, they are clear on what they are responsible for which ensures that all relevant persons in school are also clear</p>	<ul style="list-style-type: none"> ● the DSL and the DDSL's are responsible for ensuring that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all school and college staff (Part One) and for those that work directly with children and school leaders, Annex B (as appropriate) and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document ● to ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way ● work with the Local Authority and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to safeguarding and child protection arrangements, which will include but not be limited to completion of a return e.g. a
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¹⁹ An analysis of Serious Case Reviews can be found [here](#)

<p>on the role of the DSL and DDSL's</p>	<p>Section 11 audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP)</p> <ul style="list-style-type: none"> ● 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 ● ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded ● ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations ● to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit to North Tyneside Safeguarding Children Partnership NTSCP as and when requested.
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<p><u>Safeguarding in Practice</u></p> <p>The DSL will ensure all relevant persons:</p>	<ul style="list-style-type: none"> ● know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/ DDSL in school and understand their personal responsibility with regards to safeguarding and child protection matters in school ● understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the Local Threshold Guidelines to prevent concerns escalating ● ensure that all staff know what to do if a child tells them he/she is being abused, neglected, harmed, or exploited (including from another child/ren or young person and via online incidents) and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DDSL's another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child ● for teaching staff - the DSL and DDSL's will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as a teaching
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	<p>professional including following the Female Genital Mutilation (FGM) mandatory reporting duty ²⁰</p> <ul style="list-style-type: none"> ● know that if a child/young person's situation does not appear to be improving, the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy ● understand that the local authority and NTSCP provide escalation procedures as recommended from serious case reviews so a culture of effective challenge is promoted. Escalation and effective challenge procedures should be used when there are disagreements between professionals, service areas and/or individual services regarding decisions made about a child's safety, welfare and/or well-being. Escalation and effective challenge procedures are available here and paper copies will also be available in the main school office for colleagues to access who do not have day-to-day access to a school network/PC. ● understand the need to be vigilant in identifying cases of harm/abuse and are able to immediately report concerns when they arise ● ensure all staff should be able to reassure children that they are being taken seriously and that they will be supported including incidents between peers ● know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret ● ensure confidentiality protocols are adhered to and information is shared appropriately ● know how to support and to respond to a child/young person who tells of harm, abuse, exploitation, or other matters that have the potential to be a cause for concern/harm by following the following guidance <p>RECEIVE</p> <ul style="list-style-type: none"> ● React calmly; be aware of your non-verbal messages ● If you don't understand the child's communication method, reassure the child, and find someone who can ● Don't interrogate the child, observe and listen, use active listening techniques
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²⁰ 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex B of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

- Don't stop a child who is freely recalling significant events
- Keep responses short, simple, slow, quiet and gentle
- Don't end the conversation abruptly

REASSURE

- Tell the child they are not to blame; and have done the right thing by telling you
- Tell the child what will happen next; be honest about what you can and can't do
- Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'

REACT

- Explain what you have to do next and whom you have to tell
- Inform the Designated Safeguarding Lead (DSL) or DDSL immediately
- understands that the Head teacher, DSL or the DDSL in school will disclose any information about a pupil to other members of staff on a need to know basis only
- recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be:
 - addressed
 - managed sensitively and effectively
 - dealt with in a timely manner
 - dealt with in accordance with schools agreed policies/practices, including the reporting of low level concerns policy and Whistleblowing Policy
- understand that if they have a concern about another adult in school (including supply staff, agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSE and as noted to all adults in school as part of induction and training protocols
- ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer/child on child abuse and how such allegations are managed

Peer on peer abuse is most likely to include the following which can often have online elements:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).

	<ul style="list-style-type: none"> • abuse in intimate personal relationships between peers. • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm • sexual violence, such as rape, assault by penetration and sexual assault. • sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse. • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. • consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery). • upskirting, which typically involves taking a picture under a person's clothing without their permission. • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). <ul style="list-style-type: none"> • our full school procedures on peer on peer/child on child abuse reflects the different forms this abuse can take and is clear that this is abuse and will not be tolerated. This can found in a separate peer on peer/child on child abuse policy document • the procedures for peer on peer/child on child also notes how victims of this abuse will be supported in school and considers the issues as outlined in Part 5 of the current KCSE regarding child on child sexual violence and sexual harassment where relevant
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<p><u>Working with Others</u></p> <p>The DSL for child protection in school will co-ordinate and lead on the following:</p>	<ul style="list-style-type: none"> • undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm • contacting the Children's Social Care Front Door service for information, advice and/or guidance (including use of the MASH professional helpline), following the early help pathway where relevant, or to make a referral where there are concerns about harm a child/young person • ensuring that all relevant persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DDSL • ensuring that any staff member is aware that they can make a referral to Children's Social Care Front Door Service should
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	<p>circumstances require this. They should then report any actions to the DSL/DDSL as soon as is practically possible</p> <ul style="list-style-type: none"> ● reporting an unexplained school absence to the child/young person's Social Worker or Children's Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place ● ensuring that the school have in place a Designated Teacher for looked-after children and previously looked-after children, and that their contact details are noted in the information attached at the end of this policy ● The DSL will work with the headteacher and relevant strategic leads (such as the Designated Teacher for looked-after children and previously looked-after children) to ensure children who have been allocated social workers or have previously been allocated a social worker are supported with their welfare and educational outcomes. This is in line with the recent review of Children in Need.²¹), ● work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of these children in school and meet their needs ● recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges (see section below). The child protection procedures and practices which operate in school reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children ● when teaching about safeguarding, a one size fits all approach may not be appropriate for all children especially those with SEND or who have been victims of abuse ● operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of the current KCSE
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<p><u>Teaching & Learning</u></p>	<ul style="list-style-type: none"> ● children are taught about safeguarding, including online, through teaching and learning opportunities, as part of
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²¹ [DfE Review of Children in Need, June 2019](#)

<p><u>and</u></p> <p><u>Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<p>providing a broad and balanced curriculum. This will include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)²²</p> <ul style="list-style-type: none"> ● that as we increasingly work online we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place ● the appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding ● the governing body carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks children face ● in accordance Part 2 and Annex D of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology²³ and have established mechanisms to identify, intervene and escalate any incident where appropriate ● staff have an awareness of risk-taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education, gang or organised crime involvement and sharing nudes or semi-nudes which is also known as youth produced sexual imagery²⁴ ● staff have an awareness issues can manifest themselves via peer on peer/child on child abuse. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. ● staff are clear on school policy and procedures for managing peer on peer/child on child abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE
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²² The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Guidance [available here](#).

²³ See DfE guidance on Teaching Online Safety in Schools [available here](#)

²⁴ Guidance is available in [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](#)

	<ul style="list-style-type: none"> • All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report • ensure (alleged) perpetrators are offered support as they may also have unmet needs and any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them
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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 pupils through:</p>	<ul style="list-style-type: none"> • the content of the curriculum to encourage self-esteem and self-motivation • the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued • the school's pupil behaviour policy which is aimed at supporting vulnerable pupils in school including those with mental health difficulties • ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on pupil behaviours but does not damage the child/young person's sense of self-worth. • endeavouring to ensure that the pupil fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers • liaison with other agencies as appropriate which support the pupil including child and adolescence mental health services where appropriate
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	<ul style="list-style-type: none"> ● a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so ● recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection ● fully support children as victims of abuse where they have been forced and/or coerced into behaviours that have resulted in harmful, risky and exploitative situations such as criminal or sexual exploitation, radicalisation, forced labour etc. ● vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's school record and in accordance with the schools record management practices) and notifying relevant services <u>as soon as there is a recurrence of a concern</u> ● ensuring that when a pupil subject to a child protection plan leaves or the school holds relevant safeguarding information, this will be transferred to the new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will help them put in place the right support to safeguard this child and to help the child thrive in the school. This will be transferred separately from the main pupil file (in accordance with the current KCSE), ensuring secure transit and confirmation of receipt will be obtained
<p><u>Special Educational Needs (SEN) and Disability</u></p>	<p>We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as</p> <ul style="list-style-type: none"> ● assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration ● being more prone to peer group isolation or bullying (including prejudiced based bullying) than other children ● that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and ● communication barriers and difficulties in overcoming these barriers

	To address these additional challenges, staff are made aware of these increased vulnerabilities for children/young people with SEND.
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4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

In school we will:	<ul style="list-style-type: none"> ● operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current KCSE for all staff, supply staff, agency workers and volunteers (including Governors) before individuals are appointed or placed into school ● ensure that at least one member of the governing body and the Head teacher is trained in Safe Recruitment Practices and at least one person who conducts the interview has completed safer recruitment training ● ensure that all Governors in maintained schools have in place an enhanced DBS certificate without barred list check unless they are also in regulated activity and a Section 128 check regarding the management of a school²⁵ ● ensure that all staff, supply staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment ● ensure that all staff, supply staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents including having access to the school's code of conduct (which included procedures for reporting low level concerns), and the Safer Consortium's 'Safer Working Practices for Adults who work with Children and Young People'. Please note, from April 2020, this also included an addendum in relation to potential changes to working practices due to the Covid-19 lockdown. Both versions are available here. ● ensure that staff, supply staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and
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²⁵ 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>could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)</p> <ul style="list-style-type: none"> • ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable • ensure allegations are dealt with properly where school is not the employer e.g. allegations against supply 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 allegations and will keep the agency involved and informed throughout any cases of allegations against their agency/supply workers. • Allegations Management: <ul style="list-style-type: none"> ○ implement Part 4 of the current KCSE (<i>Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors</i>) and all other relevant Safeguarding and Child Protection policies ○ in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details.
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Reference Document A

Longbenton High School

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

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

Designation/Role	Contact Details
Head Teacher	Name: Mrs K Holbrook Telephone(s):01912189500 Email: kho@lblearning.com

Chair of Governors	Name: Mrs S Palmerley Telephone(s): 01912189500 Email: lhs@lblearning.com	
Designated Safeguarding Lead (DSL):	Name: Mrs V Short Telephone(s): 01912189500 Email: vs@lblearning.com	
Deputy Designated Safeguarding Lead (DDSL):	Name: Mr I Williams Telephone(s):01912189500 Email: iw@lblearning.com Name: Ms S Wood Telephone(s) 01912189500 Email: swo@lblearning.com Name: Mrs L Kennedy Telephone(s):01912189500 Email: lfo@lblearning.com	
Designated Teacher for Looked After Children	Name: Mrs C Avary Telephone(s): 01912189500 Email: ca@lblearning.com	
Designated Safeguarding Governor:	Name: Mrs L Aird Telephone(s): 01912189500 Email: lhs@longbenton.org.uk	
Designated Officer – Local Authority	LADO-Contactable through the Front Door Service-See below	
Front Door	0345 2000 109	MASH Professional Helpline
Access to Multi-agency Safeguarding Hub (MASH)	Out of Hours: 0330 333 7475 (evenings and weekends)	0191 643 5555
Adult Social Care Gateway Team	0191 6432777	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	Dedicated DFE Prevent line 020 7340 7264	
NSPCC Help Lines:	National Whistleblowing helpline 0800 028 0285 help@nspcc.org.uk	Report Abuse in Education helpline 0800 136 663 help@nspcc.org.uk
Integrated Locality Teams:	North West-Based at Shiremoor Children’s Centre-6432110	South West-Based at Howdon Children’s Centre-6432229
	The Coast-Based at Whitley Bay Customer First Centre-6438804	Central-Based at Riverside Children’s Centre-6438899

Reference Document B Links to other procedures in School

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

1. Anti Bullying policy
2. Allegation management
3. Arrangements for those educated in alternative provisions and those educated other than in school
4. Behaviour for Learning policy
5. Children Missing Education policy
6. Complaints
7. Confidentiality, data protection and information sharing
8. E-safety, use of the internet, photography and mobile phones
9. Educational visits
10. First aid
11. Health & Safety
12. SEN report and accessibility plan
13. Induction procedures
14. Intimate care
15. ICT acceptable use
16. Lettings & school security
17. Looked after (and previously looked after children policy - pending)
18. Managing Medicines policy
19. Peer on Peer abuse - managing allegations made against other children/young people including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children Safe in Education
20. Violence towards staff
21. Physical intervention & use of reasonable force
22. Single equality scheme
23. Preventing radicalisation and extremism
24. Sex and relationships policy
25. Recruitment, selection DBS and vetting
26. Pastoral support plan
27. Resolution Policy and procedure
28. Staff behaviour policy (code of conduct) including Low level concerns
29. Visitors, supply staff, agency workers and volunteers (including Governors)
30. Whistle blowing
31. Young Carers procedures
32. CCTV
33. Drugs
34. Home visits

Reference document C

Covid-19 addendum-North Tyneside School Safeguarding and Child Protection Policy

This addendum should be used as additional child protection and safeguarding guidance to all staff in school of their safeguarding and safer working practice responsibilities when operating in different circumstance to usual due to Covid-19 restrictions. 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. Schools should decide as and when this addendum to the main policy applies.

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](#) (KCSE) 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, they will already have received safeguarding training in their own school.

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 Multi Agency Safeguarding Hub (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

We endeavour to have a DSL (or deputy) available on site at all times. 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)

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.

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 periods of lockdown and isolation, some children and young people have been exposed to new or heightened risks of harm at home, out in the community or online. There may be safeguarding concerns that we become aware of whether we have contact with children and young people virtually or we see them in person as they return to school. In all cases, 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 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 concerns may include but are not limited to the following-neglect, domestic abuse, online safety issues, exploitation, mental health issues, young carers.

We will ensure recording of safeguarding and welfare concerns for *all* children (whether they are in school or isolated 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.

Also remember that

- Children are also capable of abusing their peers including online and we will continue to manage any report of such abuse and offer support for victims in line with the principles as set out in Part 5 of [KCSE](#) regardless of the different circumstances we are operating in.
- Abuse can happen online.
- 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 regardless of the different circumstances we operate in to support pupils with child protection plans or any such agreed plans regarding pupil welfare. The school will work 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 to support any specific arrangements needed.

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/DDSs 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 periods of lockdown. As a school, we will consider these notifications for all children as usual but especially for children not currently in school to deem if the pupils involved are 'otherwise vulnerable' to decide if and what additional contact should be made in light of any 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 during periods of lockdown and isolation.

We will encourage all pupils to return to school after periods of lockdown and isolation. In circumstances where a parent/carer is concerned about their child attending school, will explore the reasons for this directly with the parent/carer and talk through these anxieties with them, 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 including the need to both understand and report all low level concerns 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 are 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. You can also raise concerns with the NSPCC National Whistleblowing Helpline on 0800 028 0285 or Report Abuse in Education 0800 136 663.

Online safety

In compliance with the [Remote Education, Temporary Continuity Direction](#) , we 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 school's safeguarding procedures. As a school, we recognise that each individual scenario may need a tailored response to an online issue which may vary from contact with parents/carers, 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, their virtual working environment, reporting and documenting issues 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 during this time. 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
- Health and safety
- Behaviour and exclusions
- Use of technology

Compiled for guidance by North Tyneside Council-School's Safeguarding trainer (July 2021)

Reference document D - Low level concerns (also found in the staff code of conduct)

Introduction

In our School, we take safeguarding very seriously. This includes ensuring that adults who work with children and young people do so in a way that is in accordance with the ethos and policies set out in our school, including the employee Code of Conduct and professional standards.

This policy guidance sets out more detail:

- a) why we have a low level concerns policy in place in school,
- b) why it is important,
- c) why employees/you are required to follow it, and
- d) gives guidance on the processes for employees/you to follow where you have a view/ belief that a colleague's behaviour or practice or they act in such a way that is:
 - a. outside of our expectations for behaviour at work,
 - b. falls outside of professional standards,
 - c. is not in line with our school culture,
 - d. makes you as a colleague feel uncomfortable –

then in these instances these are the areas that we deem to be and fall within a low-level concerns policy and in that instance we would require you to raise those concerns as noted later in this document. Also remember that concerns that you may have could also relate to you as an individual and may also include matters for you or your colleagues that may have occurred outside of the workplace.

More detail on what constitutes low level concerns and our expectations of employees, are included in our Code of Conduct which all employees are expected to adhere to. To support you in your understanding of our expectations we also provide training and guidance for employees/you on an annual basis at the beginning of the academic year, throughout the year as part of our CPD programme, in regular employee updates/ 121's, in your own departments team meetings, in wider school briefings and as part of our induction and support programme.

The following provides information for you on how we will manage a low level concern in school, how it relates to your role in school and our expectations of you and notes how we will record information provided and store that information overtime. However, if after reading this document either now or at a point of time in the future you have any queries or concerns or are not sure if something constitutes a low level concern, including something that could relate to you then please contact the Deputy DSL, DSL or the Head teacher directly. In the event that you contact the Deputy DSL or the DSL please be aware they will raise the matter with the Head teacher and dependent upon the matter being raised will either provide some additional support/ training/ clarity for you or raise the matter via the low-level concerns process or wider safeguarding policy and practice in school.

This document complements our existing Safeguarding practice and the operation of our Child Protection policy and arrangements.

Who does the low level concerns policy apply to, and what does it mean for me?
As you are aware Keeping Children Safe in Education (KCSE – the current version being the 2021 update) defines when matters including behaviour of employees or other adults in school may pose a risk of harm to a child/ young person. In those instances, as a School we need to raise matters with the Local Authority Designated Officer (LADO), and dependent upon what the matter is we then follow a process called Allegations Management which is noted in Section 4 of KCSE. In some instances, the matters /concerns that are raised with the LADO do not fall within the remit of KCSE but may be outside of expectations and standards of behaviour that we require all of employees/you to follow. In these instances the behaviour is where an employee (or another adult in school) behaves in a way that does not cause risk or harm to children/young people, but is, however, inappropriate; and where this takes place, we ensure that we deal with the matter either directly where the individual is an employee or a volunteer in our school, or via the individual's employer where that individual is a worker (e.g. agency, supply, employee of another person based at, working or visiting our site/school). The outcome of our dealing with the matter may result in support or guidance or can result in some instances individuals no longer being employed at or working at our school.

Looking into and managing low level concerns is not a new practice for us, however, what we have not had in place before is a policy that outlines how we expect low level concerns to be raised and how we will manage them and the information we collect/store.

We have in school always considered any safeguarding or practice concern raised and have looked into each of these matters, looking at what has taken place and how to make sure individuals are given appropriate support and guidance to correct their behaviour and practice as needed and, in some instances, the raising of a concern has also allowed us to look at the guidance and policy we provide as a school for you /our employees to make sure we are being clear on our expectations and that those expectations are updated over time.

Why do we need guidance?

This document reconfirms what we already do in school, but it now provides clear guidance for all employees on what the process is and why it's really important that as an employee in our school you feel able and more confident that you know how to raise any concerns you have about other colleagues or yourself.

Also please note, that as an employee where you have a concern about another colleague please remember it can also include workers or other adults in school (as we have mentioned above) for example, individuals who are:

- employed by an agency,
- employed by another organisation based on our school site,
- a contractor who is on site,
- a volunteer
- a governor,
- a colleague who is a visitor from another organisation, e.g., Local Authority, NHS, etc.

Where you have a concern, even if you are not really sure if it is a low-level concern or not, please inform the Head Teacher about your concern using a Low-Level Record of Concern Form (found in Appendix A of this document) and if the Head Teacher cannot be contacted, please contact the Chair of Governors instead.

Why has LLC been put into KCSE this year?

The following is taken from Keeping Children Safe in Education September 2021 and provides additional clarity / guidance as to why having in place a low level concerns policy is important and what as employees in our School we are all expected to follow/ adhere to/ be aware of:

Paragraph Number/Text

407 As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

408 Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

KCSE also defines what a low level concern is:

409 What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The key point in the above paragraph is that KCSE makes it really clear that we are required to raise concerns and to support us to be clear on/ understand this it says – no matter how small, even if it's causing no more than a sense of unease (or a 'nagging doubt') where any adult working in school may have acted in an way that it not in line with our expectations of all adults in school; and these instances we are required to raise a concern.

KCSE then goes on to give some examples of what inappropriate behaviour which is outside of our expectations may be – remember this is not an exhaustive list, but should give an overview and again help you to be clear that where you have a feeling of unease it is imperative that as an employee in school you raise those concerns immediately:

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

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

Please be assured that any concern that is raised will be managed effectively, we are aware that sometimes poor practice or inappropriate behaviour may be as a result of not being aware, or how things are viewed from another’s perspective, however, in some instances that is not the case. Again, KCSE provides some additional clarity on this point:

411 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

KCSE also notes that irrespective of what has taken place and irrespective of what the actual outcome may be/is, it remains imperative that all employees in school are aware of the need to raise any concerns; remember safeguarding and child protection are key policy and practices that we all follow in school and this shared responsibility also transfers into low level concerns, so that any behaviour that makes us feel uncomfortable from another adult in school, be this a colleague, a volunteer, an agency worker, etc it’s imperative that these matters are raised so they can be looked into and managed:

412. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Clarity around Appropriate Behaviour vs Low Level Concern vs Allegation

Our Code of Conduct provides additional clarification on what our expectations of appropriate behaviour is in school, again KCSE also provides the following clarification so that all individuals are able to clearly understand the difference between appropriate behaviour and low level concerns.

The following provides are the definitions included in KCSE and which we expect all employees in our school to understand:

Appropriate conduct

Behaviour which is entirely consistent with the organisation's code of conduct, professional standards, and the law.

Low level concern Does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet threshold set out above.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This will be reported to the LADO and the head teacher will follow the appropriate process outlined in the Keeping Children Safe in Education document for managing allegations against staff, and also seeking advice from their HR representative.

If you are unclear on any of the above and how it applies to your role, or just wish to have a conversation about low level concerns and what it means for you then please contact your Deputy DSL, DSL or the Head teacher who will be able to provide you with some additional guidance, assistance and assurance.

How will we store, use and follow-up low-level concerns information?

Low Level Concerns (LLC) information will be recorded and held, there is a form at the end of the document which shows you the type of information that we will collect and hold. We confirm that any information we hold will:

- a) be stored securely within our safeguarding systems,
- b) have access only by appropriate members of the leadership team, and
- c) be stored in accordance with our GDPR and data protection policy/practice.

Where an employee reports a concern(s) the information will be held confidentially and will not be shared with others apart from the Head Teacher or those who need to be aware in the senior leadership team. The investigation of the low-level concern in accordance with KCSE will be managed by the Head teacher and will follow a set process – more information is provided below. We have also included a form (Appendix A) that we would ask any individual raising a low level concern to be able to complete (or be able to provide that level of information which can be recorded electronically) as this will allow us to look into the matter correctly and address the concern being raised regarding inappropriate behaviour or practice.

Please be assured that low-level concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in more formal action being taken including disciplinary procedures.

In terms of data retention, we will not store information on personal files, we will however, store information in our central safeguarding system for the duration of an individual's employment. Where an individual leaves our employment, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be retained. In looking at data retention consideration will be given to:

(a) whether some or all of the information contained within any record may have any reasonable likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or

(b) if, on balance, any record is not considered to have any reasonable likely value, still less actionable concern, and ought to be deleted accordingly.

Process we will follow when a Low-Level Concern is raised

Farrer & Co - Developing & Implementing a low-level concerns policy: A guide for organisations which work with children

Key Reference Document

Throughout this document we have noted Keeping Children Safe in Education 2021, which will have formed part of the annual employee training you have already received, CPD or as part of your induction if you are new colleagues in school. KCSE can be found here if you wish to see how the paragraphs noted above sit within the wider document or read more about KCSE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

In addition, we have also referred to Farrer & Co – Developing & Implementing a low-level concerns policy: A guide for organisations which work with children, again if you wish to understand more about why low level concerns is a crucial part of KCSE and our wider school safeguarding culture and expectations you can find the document by following the attached link.

Read this document for further information about Low-Level Concerns, which is referenced in KCSIE 2021.

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2021.pdf>

Low Level Concern Form

This form will be available to you either from via:

- The Office
- DSLs
- The Senior Leadership Team
- LHS hub

Appendix A

Low-Level Record of Concern

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with our Code of Conduct, and/or;
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children. Remember you can and should raise a concern about adults on site not just those that are employees of the school, as whilst we may need to pass those over to other organisations, it is imperative that all adult behaviour in our school is appropriate, professional and as we would expect.

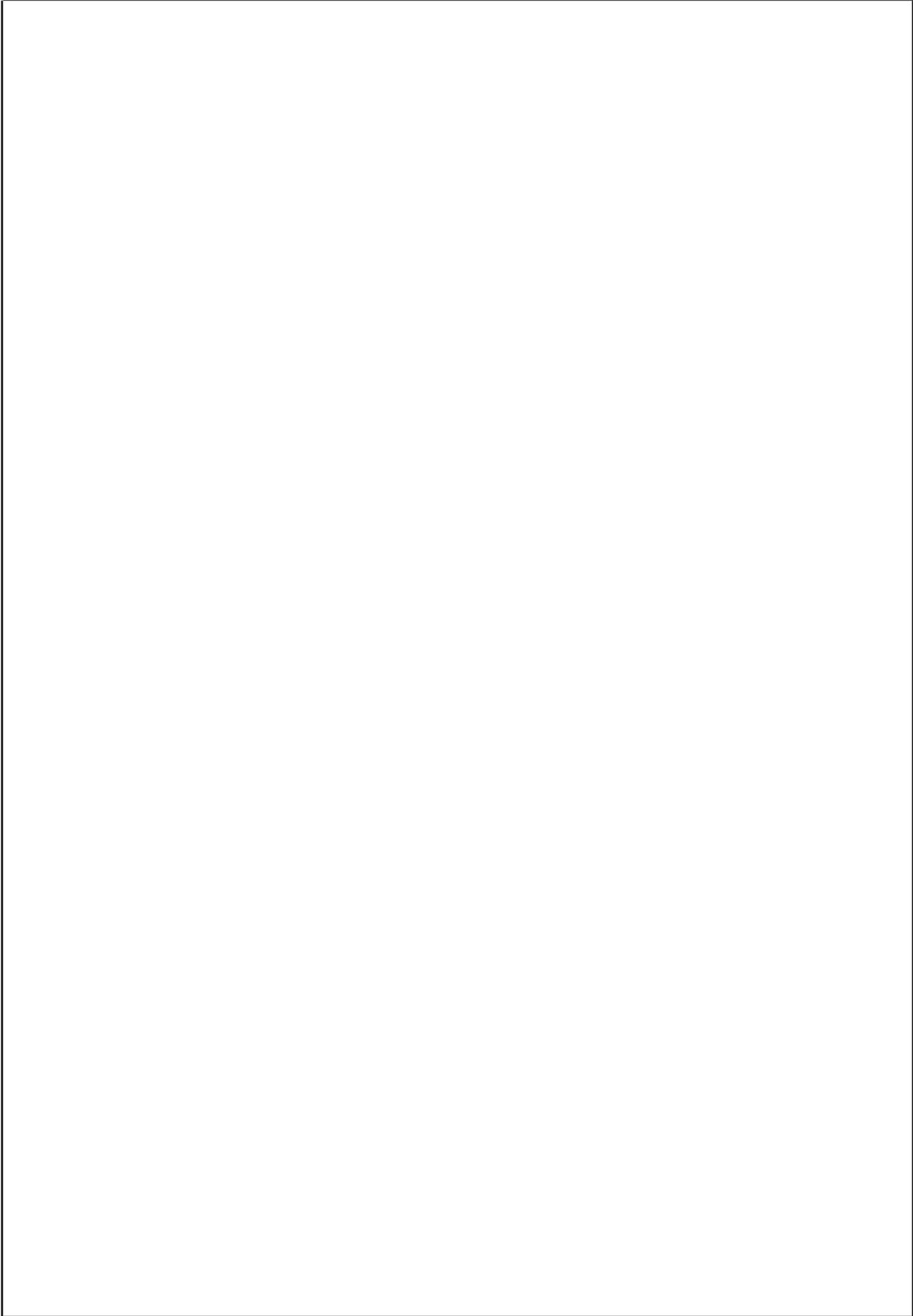
Please speak with the Head Teacher as soon as possible. It is also helpful to document your concerns, which can be done using this form and then this form can be passed to the Head Teacher. Please remember if the concern is about the Head Teacher, please pass it onto the Chair of Governors.

Name of adult writing this concern:	
Name of adult whom this concern is about:	
Date written:	
Signature:	

Please write your concerns below (and continue overleaf/ on a separate sheet if need be):

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). Consider any contextual information that may be appropriate to know.

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RESPONSIBILITY:	Assistant Headteacher Pastoral
REVIEWED:	September 2021
RATIFIED:	November 2021