



Churchill Community College

Child Protection Policy

**If you have a Child Protection concern about a student,
please contact Lucy Roderick who is the Designated
Safeguarding Lead for the College.**

CHURCHILL COMMUNITY COLLEGE
CHILD PROTECTION POLICY

Background to the Policy

Churchill Community College fully recognises its responsibilities for child protection.

This Policy applies to: All staff, governors and volunteers working in the College.

This Policy came into effect on: October 2004

Date of last review: September 2014, December 2014, June 2015, November 2015, February 2016, October 2016

Statement of the policy

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues, including sexual exploitation and radicalisation, with all staff and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, College staff are well placed to observe the outward signs of abuse. The College will therefore

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the College whom they can approach if they are worried.
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse, exploitation and radicalisation.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued in the Keeping Children Safe in Education document(2016) and the Prevent Duty Guidance (2015)

- Ensure we have a designated safeguarding lead for child protection/ strategic lead for Prevent who has received appropriate training
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff and governor knows the name of the designated safeguarding lead responsible for child protection and his/her role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the College and staff for child protection by setting out its obligations in the prospectus.

- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept centrally, securely in a locked cabinet and separate from the main student file.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Make all new staff, through induction, aware of our procedures and attitudes towards child protection and their role in promoting and protecting the welfare of all children at the College.
- All visitors are given an Information Sheet to read on arrival. In signing in at Churchill, visitors agree to adhere to our Child Protection Policy
- Update knowledge and awareness of staff through annual training

The College will endeavour to support students through:

- The content of the curriculum, assemblies and tutor programme
- The College ethos which promotes a positive, supportive and secure environment to give students a sense of being valued.
- The College Behaviour and Rewards Policy which is aimed at supporting vulnerable students in the College. The College will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support students such as social services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a student on the child protection list leaves, his/her information is transferred to the new College immediately and that the student's social worker is informed.

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Reference Document H: Child protection procedures

Governance	This document outlines the responsibilities of the governing body
Reference Document A: Child Protection Process	This document outlines what action should be taken when there are concerns about a child's welfare.
Reference Document B: Key concepts and definitions	This document outlines the definition of significant harm, the categories of harm/abuse and Early Help.
Reference Document C: Specific safeguarding advice	This document outlines specific safeguarding issues in addition to significant harm and the categories of abuse and neglect. Schools are asked to ensure that ALL read Keeping Children Safe in Education – Part 1 (July 2015) and ALL are aware of this document.
Reference Document D: Guidance on receiving a disclosure	This document outlines what schools should consider when they are in receipt of a disclosure and how this guidance should be applied alongside other principles/practices that operate in school – including (but not limited to) staff awareness raising and training.
Reference Document E: Links to other procedures in school	This document outlines that the child protection policy should be read in conjunction with other related policies in College
Reference Document F: Standards for effective child protection practice in schools	This document outlines best practice guidance that all schools should have in place to support a child/young person's wellbeing, welfare and safety
Reference Document G: References and useful sources of information and advice	This document outlines further references and resources of information both local and national, which the school may find helpful when reviewing and implementing its child protection policy.
Reference Document H	Child protection procedures document which is given to all staff annually, following CP training.

INTRODUCTION

At Churchill we recognise the responsibility we 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 that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- schools and Further Education (FE) institutions should give effect to their duty to safeguard 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 **Working Together (2015)** as:

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

In addition,

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

Keeping Children Safe in Education 2016 (KCSE2016) outlines:

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

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

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.

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., as appropriate we operate in accordance with 'No Secrets' and the previous Protection of Vulnerable Adults (POVA) guidance (now Adult's guidance)³⁴ to ensure that any young person who is over the age of 18 who continues to receive education in our school is provided for within our safeguarding arrangements.

We accept and expect ALL in school to understand that safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2015 as:

1. protecting children from maltreatment
2. preventing impairment of children's health and development
3. ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
4. taking action to enable all children to have the best outcomes

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.

³ No Secrets: guidance on protecting vulnerable adults in care, Department of Health 2010; www.gov.uk/government/publications/no-secrets-guidance-on-protecting-vulnerable-adults-in-care

⁴ Safeguarding adults: a national framework of standards and good practice and outcomes in adults protection work, Association of Directors of Social Services 2005: <http://lx.iriss.org.uk/content/safeguarding-adults-national-framework-standards-good-practice-and-outcomes-adult-protection>

The Child Protection Policy

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 reference to principles, legislation and guidance that underpin the policy • we are clear that the policy applies to ALL working with or supporting children within our school and ALL are clear on their role and responsibilities • all concerns and allegations of abuse will be taken seriously by governors, staff and volunteers and responded to appropriately - this may require a referral to children’s social care services, the Designated Officer for the Local Authority (LADO) and as appropriate the policy • arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice • reference to all associated policies and procedures which promote children’s safety and welfare e.g. with regards to: health and safety, anti-bullying, protection of children online.
Equality of Application	<ul style="list-style-type: none"> • no child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs • all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
Up to Date	our policy is reviewed, approved and endorsed by the Governing Body annually or when legislation changes
Recruitment	we operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of KCSE2016
Communication	children and parents/carers are informed of the policy and procedures and a copy of placed on the schools website

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's Safeguarding Children Board's \(NTSCB\) procedures](#). Our procedures and systems include:

Responsibility	a named senior designated safeguarding lead (and deputy/ies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a governor, staff member or volunteer
Responsibilities are clearly understood	<ul style="list-style-type: none"> • relevant contact details for children's services, police, health, the Local Authority Designated Officer (LADO), Child Exploitation Online Protection Centre (CEOP) for eSafety concerns and NSPCC help lines are made available to ALL • a code of behaviour for governors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures • safe recruitment^[1], selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect contact with children • systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers • requirements for governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including the emerging issues of eSafety, domestic violence^[2], forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, race and racism and extremism.

^[1] In accordance with Part Three of KCSE2016

^[2] Including engagement with the Operation Encompass scheme between police, children's social care and schools

	<ul style="list-style-type: none"> • 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. • our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact, including those who are at increased risk of abuse due to either their age and/or dependence on adults including being part of the Operation Encompass scheme running in the local authority. Operation Encompass ensure that following any domestic abuse incident being reported to the police, the police will make contact with Children's Social Care Front Door service who will then communicate relevant and necessary information 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.
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 your insurance company • 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, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

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

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

so that every child and young person can:

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

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

In school we will therefore:

<u>Adults</u>	<u>Children/Young People</u>
<ul style="list-style-type: none">• provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Code of Conduct/Behaviour Protocol, role of the Designated Safeguarding Lead (DSL) and any deputies	<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

<ul style="list-style-type: none"> • provide induction training that is structured to ensure all new staff, agency workers and volunteers (including Governors) can attend appropriate child protection training as soon as reasonably possible after their appointment • provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and from the North Tyneside Safeguarding Children Board (NTSCB) • ensure that all staff receive training endorsed by the NTSCB on child protection at least every three (3) years • ensure that the DSL (s) and/or deputies attend (NTSCB) Multi-Agency Training every two (2) years • in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals but at least annually. 	<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 • include activities and opportunities in the curriculum which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help • children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including sex and relationship education (SRE) • ensure that appropriate filters and monitoring systems are in place but that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
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2. CHILD PROTECTION PROCEDURES

In school we follow the procedures set out in interagency procedures produced by [North Tyneside's Safeguarding Children Board \(NTSCB\)](#). 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 the Front Door Service (see the information attached at the end of this policy - contact details) as the first point of contact for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASCT (Multi Agency Screening and Co-ordination Team) which has a duty team who offer information, support and services including information about early help and will respond to concerns.

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

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

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

In our school the Governing Body ensures:

<u>Overarching Principles:</u>	<ul style="list-style-type: none"> • we have a DSL for Child Protection who is part of the school's senior leadership team • the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description and whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, however, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated • the DSL and their Deputies will undertake appropriate North Tyneside Safeguarding Children Boards (NTSCB) training every two (2) years • we have 4 (appropriately trained and experienced Deputy DSL's (Dp DSL's) in school and these arrangements are clearly communicated to staff, agency workers, volunteers and governors • staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a child/young person that they need to contact the DSL/Dp DSL in school • all staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/Dp DSL's and are also aware that irrespective of the arrangements in school, any staff member can make a referral to Children's Social Care • all staff, agency workers, volunteers, governors and other
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	<p>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</p> <ul style="list-style-type: none"> • all staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements, code of conduct/behaviour protocols for staff and the whistle blowing policy and will be supported and then expected to understand how these policies and guidance documents apply to their role in school • all staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/Dp DSL, Children's Social Care and the NSPCC Whistle blowing Help line. This list will be reviewed termly by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A) • all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors • ensure all staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that school provides on safe working practices • all staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school • the DSL and Dp DSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex B of Keeping Children safe in Education (KCSE 2016) • staff understand and recognise the importance of the role of the DSL/Dp DSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to this role • the DSL/Dp DSL takes advice from the North Tyneside Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the North Tyneside Threshold Guidelines • this policy is accessible to ALL, is placed on both the schools internet and paper copies will also be available in school [school to insert location] for colleagues to access who do not have day-to-day access to a school network/PC • this policy and its associated guidance is reviewed by the
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	<p>governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL</p> <ul style="list-style-type: none"> • as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor to provide updates of the practice that operates in school, including any changes linked to legislation/good practice and our schools own developments/feedback from staff and to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete the NTSCB Section 11 audit to further evidence that safeguarding arrangements are effective • parents have an understanding of the responsibility placed on school and staff for child protection, this is achieved in school as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website.
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<p><u>Training & Awareness for ALL</u></p> <p>The DSL for child protection in school will ensure all relevant persons – who in school, we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people</p>	<ul style="list-style-type: none"> • will know the name of the DSL/DP DSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued termly as appropriate • all staff will be provided with child protection training, immediately that they are appointed/placed in school • all staff will receive training endorsed by the NTSCB on child protection at least every three (3) years • the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children/young people and also any agency workers who are on placement with school at the point of time the training is delivered will also be included in the attendance • ALL will also receive regular safeguarding and child protection updates (regularly but at least annually) from the DSL and the Dp DSL's which is in line with advice and changing practice – both nationally and from NTSCB • the DSL and the Dp DSL's will attend NTSCB Multi Agency Training every two (2) years for the child protection • the DSL/Dp DSL are supported to update their knowledge and skills on a periodic basis, this will be achieved by them accessing e-bulleting, network meetings, via their appraisal/mentor process and in taking time to read and digest safeguarding developments
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	<ul style="list-style-type: none"> • opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols • ALL are provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> ○ Key concepts and definitions relating to significant harm, the categories of harm and abuse, Early help and signposts to further reading on specific safeguarding issues (attached as reference document B) ○ guidance for staff on receiving a disclosure (attached as reference document C) ○ information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document D) ○ actions to take when there are concerns about a child (attached as reference document E) • in accordance with KCSE2016 ⁵ linked to research from Serious Case Reviews, where it has been shown the dangers of failing to take corrective action, poor practice has included failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear to be taking action does not occur in school; we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions is recorded in writing. Where staff have doubts they are clear that they must talk to the DSL or the Dp DSL's who will ensure that information is appropriately recorded, reviewed and any necessary actions taken.
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<p><u>Role & Responsibilities of the DSL</u></p> <p>The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role they are clear on what they are responsible for which ensures that all relevant persons in school are also clear on the role of the DSL</p>	<ul style="list-style-type: none"> • the DSL and the Dp DSL's are responsible for ensuring that ALL are issued with a copy of KCSE2016 - Information for all school and college staff (Part ONE) in September 2016 or upon their appointment/placement in school should it be after this date, and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document • issue to all staff as part of this procedure a copy of page 10 of KCSE2016 – actions where there are concerns about a child (and attached as reference document E as part of the overall staff briefing in September 2016 as noted above) and upon their appointment/placement in school should it be after this date and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this referral guide • to ensure that all policies, procedures, guidance and
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⁵ new learning from serious case reviews: a two year report for 2009-2011

<p>and Dp DSL's</p>	<p>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</p> <ul style="list-style-type: none"> • work with the Local Authority, NTSCB and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to Safeguarding and Child Protection arrangements, which will include but not be limited to completion of an annual return e.g. including a Section 11 audit. • work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at Initial Child Protection Conferences, core groups/care team meetings, Child Protection Review Conferences and Team Around the Family (TAF) meetings which are part of the early help process • 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 • 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
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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/Dp DSL 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 <u>NTSCB thresholds document</u> to prevent concerns escalating • ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the Dp DSL's 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 Dp DSL's will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as
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	<p>a teaching professional</p> <ul style="list-style-type: none"> • know that if a child/young persons situation does not appear to be improving the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy • understand the need to be vigilant in identifying cases of harm/abuse and are able to immediately report concerns when they arise; • know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. • know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm • ensure confidentiality protocols are adhered to and information is shared appropriately • understands that the Head teacher, DSL or the Dp DSL in school will disclose any information about a pupil to other members of staff on a need to know basis only • recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be: <ul style="list-style-type: none"> ○ addressed ○ managed sensitively and effectively ○ dealt with in a timely manner ○ dealt with in accordance with schools agreed policies/practices, including Whistle blowing Policy. • understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of KCSE2016 and as noted to all adults in school as part of induction and training protocols • ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer abuse and how such allegations are managed. The policy in school reflects the different forms peer on peer abuse can take, is clear that this abuse is and will not be tolerated. The policy also notes how victims of peer on peer abuse will be supported in school
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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 North Tyneside Front Door service for information, advice, guidance (including the early help pathway) or to make a referral where there are concerns about harm a child/young person • ensuring that all relevant persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the Dp DSL • ensuring that any staff member is aware that they can make a referral to Children’s Social Care • reporting an unexplained school absence to the child/young person’s Social Worker or Front Door 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 (LAC) 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 LAC and that their contact details are noted in the information attached at the end of this policy • work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child’s personal education plan • recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges. The child protection procedures and practices which operate in school reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children • operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of KCSE2016
<p><u>Teaching & Learning</u></p> <p><u>and</u></p> <p><u>Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<ul style="list-style-type: none"> • children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including sex and relationship education (SRE) • that as we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring

	<p>systems in place</p> <ul style="list-style-type: none"> • the appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding • in accordance with Annex C of KCSE2016 we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology and have established mechanisms to identify, intervene and escalate any incident where appropriate • staff have an awareness of risk taking behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting which put children in danger • staff have an awareness issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting • staff are clear as to the school policy and procedures for managing allegations made against other children/young people including peer on peer abuse
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3. SUPPORTING PUPILS

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

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

<p>In school we will endeavour to support the pupil through:</p>	<ul style="list-style-type: none"> • 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 behaviour policy which is aimed at supporting vulnerable pupils in school • ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the pupil's sense of self worth
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	<ul style="list-style-type: none"> • endeavouring to ensure that the pupil knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any harm/abuse, which has occurred • liaison with other agencies which support the pupil such as Children’s Services, Integrated Locality Team within the LA, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service • a commitment to develop productive and supportive relationships with parents whenever it is in a pupil’s best interest to do so • recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection • vigilantly monitoring children/young people’s welfare, keeping records (separate to child/young person’s school record and in accordance with the schools record management practices) and notifying Children’s Services <u>as soon as there is a recurrence of a concern</u> • ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with KCSE2016 – this will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained
<p><u>Special Educational Needs (SEN) and Disability</u></p>	<p>We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems are therefore particularly sensitive to signs of harm/abuse.</p> <p>To support the operation of this policy we have in place guidance which ensures:</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 • recognises that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and • support is provided so that communication barriers and difficulties are not a barrier to children being able to raise concerns and being supported to voice those concerns

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

<p>In school we will:</p>	<ul style="list-style-type: none"> • operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to KCSE2016 for all staff, agency
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	<p>workers and volunteers (including Governors) before individuals are appointed or placed into school</p> <ul style="list-style-type: none"> • ensure that at least one member of the governing body and the Head teacher is trained in Safe Recruitment Practices • with effect from 1st April 2016 all Governors appointed before this date has an Enhanced DBS certificate in place (this was effective by the deadline of 1st September 2016). All Governors appointed after the 21st April 2016 will undertake an Enhanced DBS check within 21 days of their appointment. • ensure all other relevant NTSCB, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to • Allegations Management: <ul style="list-style-type: none"> ○ implement Guidance for Dealing with Allegations of Abuse Against Staff and Safer Working Practices for Adults who work with Children and Young People 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 – see the information attached for contact details • 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 that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents • ensure that staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)
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Churchill Community College

Contact Details for Child Protection and Safeguarding

Contact phone number 0191 234 7200

Designation/Role	Contact Details
Head Teacher	David Baldwin David.baldwin@ntlp.org.uk
Head of School	Elaine Riley Elaine.riley@ntlp.org.uk
Chair of Governors	Tracey Booth Tracey.booth@northtyneside.gov.uk
Designated Safeguarding Lead	Lucy Roderick Lucy.roderick@ntlp.org.uk
Deputy Designated Safeguarding Lead	Malcolm Jacobs Malcom.jacobs@ntlp.org.uk Chris Trousdale (PALS) Christopher.trousdale@ntlp.org.uk David Anderson David.Anderson3@ntlp.org.uk Marie Jobson Marie.jobson@ntlp.org.uk
Designated Teacher for Looked After Children	@ntlp.org.uk
Designated Officer – Local Authority	Majella Tallack 0191 643 7982 majella.tallack@northtyneside.gov.uk
Front Door	0345 2000 109 Out of hours: 0191 200 6800

Integrated Locality Teams:	<p>North West 6438966</p> <p>The Coast 6438210</p> <p>South West 643 6262</p> <p>Central 643 8266</p>	<p>Locality manager: Nicky Garner Based at Shiremoor Children’s Centre</p> <p>Locality manager: Lesley Davies Based at Whitley Bay Customer First Centre</p> <p>Locality manager: Julie Connolly Based at Howdon Children’s Centre</p> <p>Locality manager: Toni Clarke-Brown/Bev Marrs Based at Riverside Children’s Centre</p>
Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264
NSPCC National Whistle Blowing Help Line:		0800 028 028 5 help@nspcc.org.uk

Governing Body Action Plan – Safeguarding and Child Protection

This action plan is reviewed annually by the DSL in conjunction with the Dp DSL's to review, assess and note progress against this plan. The action plan is also discussed with the Safeguarding Governor and presented to the Governing Body as part of the annual report.

Action	Comment	When was this action implemented at School?
Safeguarding Policy	<p>Within our school we have in place a safeguarding policy which applies across the whole school and confirms what we do for all children. We define safeguarding to include the overall culture and ethos we follow in school, which is child centred and ensures that at all times we work in the best interests of the child to ensure that school is a safe place for all of our children and young people to be.</p> <p>We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.</p> <p>In drafting our safeguarding and child protection policy, procedures, practices and guidance, we utilise the expertise of our staff in shaping our policies and provide opportunities to do this.</p>	
Early Help	<p>Within our school we have in place procedures to ensure all children and families are supported as soon as a problem emerges and at any point in a child's life. This is through early help, intervention and prevention using the locally agreed Early Help Pathway (see Guidance Document E, Early Help Assessments (EHAs) and contact with our Local Integrated Team.</p>	
<p>An effective <u>Child Protection Policy and associated procedures</u> are in place in school and reviewed not less than every 12 months.</p>	<p>We have in place a child protection policy with supporting relevant procedures.</p> <p>We are able to demonstrate that ALL:</p> <ol style="list-style-type: none"> 1. have received a relevant and appropriate induction that includes child protection arrangements.⁶ 2. have access to, understand, know its location and are clear on how it relates to them in their role in school and how it relates child protection practices which operate in school. 3. know the child protection policy is embedded in the actual operating practices which are in place in school. 4. know the child protection policy is subject to periodic 	

⁶ It is a statutory requirement in school for all new staff to be advised of the code of conduct and child protection policy as part of induction.

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	<p>updates for all adults ‘working⁷’ in school - in particular, after it has been reviewed by the governing body (annually and/ or following a required review).</p> <p>5. Are aware of who the DSL and the Dp DSL’s are and clearly understand their and their own role and responsibilities within the application of the child protection policy.</p>	
Access to the Child Protection Policy – Non Staff	The Child Protection Policy is made available to parents/carers and an up to date copy is maintained on the school's website.	
Whistle Blowing Policy	<p>We have in place an effective Whistle Blowing Policy that ALL have access to, understand, know its location and are clear on how it relates to their role in school and how it relates to the child protection policy and operating practices which are in place in school.</p> <p>A copy of this policy is on the schools internet where staff can access it (*), is reviewed at least annually by the Governing Body and updated/re-briefed to all staff as part of our annual CPD/Staff training programme.</p> <p>(* for those staff that cannot access the schools internet easily, paper reference copies are placed in the staff room where all staff can access them. Alternatively staff can also contact our Office/Business Manager who will ensure that they are provided with a paper copy for reference).</p>	
Whistle Blowing Helpline	<p>ALL are also made aware that a Whistle Blowing Helpline line was set up by the DFE in February 2016 and are aware that the help line was <u>not</u> intended to replace current practices or responsibilities of organisations working with children.</p> <p>ALL are aware that the help line advisors will always encourage professionals to raise any concerns about a child to their own employer in the first instance.</p> <p>ALL are aware that the advice line is being seen as an alternative route if whistle blowing internally is difficult or professionals have concerns around how matters are being handled. All are therefore aware that they have a personal responsibility to understand that this help line is in place and their own responsibilities in relation to this.</p> <p>The help line number is noted in the list of contact details that school provide to ALL in accordance with the application of our child protection policy and its associated procedures and practices.</p>	
Code of Conduct/Staff	We have in place a code of conduct/adult behaviour	

⁷ ‘working’ in this instance does not mean employment – this relates to all of those adults who are directly employed by the school, placed via an agency/supply organisation or a volunteer – including governors, who have access to children/young people (or who could by the very nature of what they do, or the time they spend in school could result in them being viewed by children as being a ‘safe’ adult in school).

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<p>Behaviour Policy</p>	<p>policy.</p> <p>We are able to demonstrate that ALL:</p> <ol style="list-style-type: none"> 1. have been issued with a copy of the document and understand how it relates to their role in school. 2. have received induction⁸ training that they have been provided with a copy of this document and have been guided through the document by either the DSL, Dp DSL or their mentor/buddy so that they clearly understand the expectations school places upon them in relation to their behaviour/conduct in their role in school. 3. Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management and Safer Working Practices are part of our rolling programme of updates provided to staff on an annual basis. 	
<p>There are effective practices in place which support the operation of the <u>Safer Working Practices for Adults who work with Children and Young People</u></p>	<p>Guidance is available from the Safer Recruitment Consortium made up of NSPCC, Lucy Faithfull Foundation, National Association of Special Schools and Child Protection in Education Foundation and is available to all Schools on the internet.⁹</p> <p>We confirm that this guidance applies to ALL and forms part of a relevant and appropriate induction.</p> <p>We have in place our own guidance document and be able to demonstrate that this has been issued to ALL and that individuals have been supported to understand its content, what this means to them in their role in school and what is expected of them.</p> <p>This document is subject to periodic reviews and once it has been reviewed we ensure that ALL are updated/re-reminded of the content therein.</p> <p>Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management and Safer Working Practices are part of our rolling programme of updates provided to staff on an annual basis.</p>	
<p>There are practices in place which support <u>Keeping Children Safe in Education (2016)</u></p>	<p>This specifically relates to Part One of this document which is noted as apply to all staff. This document is issued/provided to ALL (i.e. not just staff) and forms part of a relevant and appropriate induction. Additionally Part One of KCSE2016 is also a key part of our annual CPD programme for all staff where we ensure that we support ALL to understand their role and responsibilities.</p> <p>We are aware of this document and ensure we directly access any changes/updates that are made at a national</p>	

⁸ It is a statutory requirement in school for all new staff to be advised of the staff code of conduct and child protection policy as part of induction.

⁹ For those schools that access ENGIE/North Tyneside Partnership Schools HR services a sample document can be provided - the last updated guidance for schools to consider was issued in May 2016, however this will be the last version, which will be provided and schools will be referred to the guidance noted above.

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	<p>level and ensure that once it has been updated we:</p> <ol style="list-style-type: none"> 1. reflect those changes within the documents and practices which operate in school in relation to child protection, and 2. re-issue/provide copies to ALL 3. discuss in detail how ALL identify and gain support to identify concerns early, provide help for children and prevent concerns for escalating. 4. ALL are aware of the referral process which operates within school (and as noted in KSCE2016 Part ONE Paragraphs 21-28) 5. discuss with ALL as part of our CPD Annual programme ensure that ALL are updated/re-reminded of the content therein, note any changes/updates and advise/confirm/remind how this applies to them in their role in school. 6. provide support to staff on a periodic basis via email updates, alerts, in-house staff updates/briefings provided by the DSL as part of our CPD programme. 7. consider the use of public alerts from GOV.UK linked to National College of Teaching & Learning and use the content therein appropriately to discuss those cases and to ensure that all staff are aware how we prevent such a situation occurring in our school. 	
<p>School operates Safe Recruitment practices</p>	<p>We have in place an effective Recruitment & Selection Procedure which follows the guidance to support Safe Recruitment practices which comply with Part Three of KCSE 2016 and that these Recruitment & Selection practices apply equally to ALL.</p> <p>All recruitment panels include at least one member of the leadership team and/or a school governor who have taken part in safer recruitment training (and/or the 5 year refresher).</p> <p>We ensure that all appropriate and relevant checks are carried out in an effective and timely manner on ALL who will work with children before they are appointed to a role in school.</p>	
<p>Induction</p>	<p>We have in place an effective and appropriate Induction process for ALL.</p> <p>Each induction process is tailored to the role that the individual undertakes in school and a nominated person and/or buddy is responsible for supporting the induction process – which can last up to 12 months.</p> <p>We determine and operate an ‘induction checklist’ which is able to support and evidence the practices, which operate in school relating to child protection and supports individual’s to operate effectively within school in relation to child protection and safeguarding.</p> <p>3 key areas linked to safeguarding which are included in our induction checklist for ALL are:</p>	

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	<ul style="list-style-type: none"> • the child protection policy; • the staff behaviour policy (sometimes called a code of conduct); and • the role of the designated safeguarding lead (in accordance with Annex B of KCSE2016). <p>Copies of policies and a copy of Part ONE of the KCSE2016 are not only provided to ALL but the DSL/Dp DSL also arranges to meet with each new member of staff, governor or volunteer following their appointment to ensure that they are also clear on their role and responsibilities in safeguarding children.*</p> <p>The ‘induction checklist’ which is tailored and timed to suit the role that the individual is undertaking within school, is updated to record progress through the ‘induction checklist’.</p> <p>We actively use induction and probationary periods to ensure that individuals who are appointed to roles in school are actively and effectively managed to ensure that they operate within schools policies, practices relating to safeguarding and child protection and conduct/behaviour policies.</p> <p>(* we have in place an equally robust and tailored induction checklist for agency workers linked to the role they are coming into school to undertake and the duration of that role).</p>	
Employee Handbook	<p>We have in place a Handbook for employees which clearly documents¹⁰ all of the relevant polices and practices that operate within school and that employees need to be aware of.</p> <p>The Employee Handbook includes a section on child protection and safeguarding.</p> <p>The Employee Handbook notes the nominated person(s) in school who are designated to be responsible for child protection.</p> <p>The Employee Handbook is drafted to support all staff that are employed to work in school and will be tailored to ensure that it can support those individuals directly employed by the school and those directly employed via an agency, but placed in school.</p>	
Volunteer Handbook	<p>We have in place a Handbook for volunteers which clearly documents¹¹ all of the relevant polices and</p>	

¹⁰ Copies of document may be provided to staff and agency workers in paper format – either in full or consolidated including a link to the main document. Alternatively they could be placed into a printed document that individuals can be issued with and carry with them. It will be up to each school to determine what practice will work best for them. It may be that schools operate with a Handbook for those staff they directly employee and those staff who are placed with them via an Agency.

¹¹ Copies of document may be provided to volunteers in paper format – either in full or consolidated including a link to the main document. Alternatively they could be placed into a printed document that individuals can be issued with and carry with them. It

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	<p>practices that operate within school and which volunteers should be aware of in relation to child protection and safeguarding.</p> <p>The Volunteer Handbook notes the nominated person(s) in school who are Designated to be responsible for child protection.</p> <p>The Volunteer Handbook is drafted to support all volunteers who come into school to provide support with children/young people, the wider school community, or curriculum support.</p>	
Job Descriptions and Person Specifications	<p>As part of the schools Safe Recruitment practices all job descriptions and person specifications include an appropriate and relevant child protection responsibility.</p> <p>We have in place job descriptions/role outlines for ALL roles within schools.</p> <p>The DSL and Dp DSL also have specific job descriptions relating to their role in school (in accordance with Annex B of KCSE2016).</p>	
DBS Checks – Staff and Agency Workers	<p>We have in place a policy which ensures that ALL are subject to relevant and appropriate DBS checks for the role that they are undertaking within school.</p> <p>We ensure that ALL understand the requirement to have a valid DBS check in place and that they must notify school if their DBS status changes and that they are to notify school immediately.</p> <p>We operate an Annual Update/Reminder Programme for DBS.</p> <p>We have a separate DBS policy in place for Governors which came into effect in April 2016 (see below).</p>	
DBS Checks – Volunteers including Governors	<p>We have in place a policy which ensures that all volunteers and governors undertake a DBS check before they are appointed into school and that these checks are subject to an Annual Update/Reminder Programme.</p>	
European Economic Area (EEA) requiring the sharing of information	<p>We have in place a policy which ensures the new requirement which was introduced within the European Economic Area (EEA) requiring the sharing of information relating to teacher prohibitions/sanctions with other EEA teacher regulators.</p> <p>We are aware that the regulator for England is provided with details relating to inappropriate actions undertaken by teaching staff in other member states which has resulted in the imposition of a sanction. We are aware</p>	

will be up to each school to determine what practice will work best for them. It may be that schools operate with a Handbook for those volunteers that will be with them on a more established/longer terms basis, e.g. governing body member, versus those volunteers who may be with school for a short term or as a 'one-off' situation, e.g. relative (parent/grandparent/carer) helpers who may only link in with school for a school trip or to help with a specific project/curriculum area.

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	<p>that this new policy came into effect on the 18th January 2016 – so sanctions issued prior to this date are not recorded.</p> <p>We ensure that this information is recorded within our Single Central Register (SCR) – see below.</p>	
<p>Prohibition from participation in Management (*)</p> <p><i>(* this only applies to independent school, academy or free school)</i></p>	<p>We operate a policy in school where anyone appointed to a management position as an employee, trustee or proprietor are checked to ensure they have not been barred from management of an independent school by the Secretary of State.</p> <p>This additional check is in accordance with section 128 provisions</p> <p>This check is undertaken as part of the enhanced DBS or if the person is not in regulated activity via Employer Access.</p>	
<p>Disqualification by Association Regulations</p> <p>(currently there is a DFE consultation exercise in place on the above, however at the time of concluding the drafting the results for this had not been published)</p>	<p>Where the Regulations apply, all relevant staff are subject to these Regulations as part of the Recruitment/ Selection and Appointment process and are reminded that should the status of those that live in their household change¹², they need to notify school.</p> <p>We ensure that assurance is sought for the placing agency that all agency workers have been subject to the Regulations.</p> <p>All staff and agency workers, where the Regulations apply, are subject to an Annual Update/ Reminder Programme.</p>	
<p>DBS Risk Assessments</p>	<p>In the event that any DBS provides trace data an appropriate risk assessment is undertaken by the Head Teacher and a decision regarding continuation is taken in conjunction with the Chair of Governors.</p> <p>A signed copy of the risk assessment (which is counter signed by the Chair of Governors or their designate) is placed confidentially onto the personal file held at school.</p> <p>The fact that there has been a trace and a decision, is also recorded on the Single Central Record (see below).</p>	
<p>Single Central Record (SCR)</p>	<p>We have in place an effective and robust single central record which is maintained on a timely basis.</p> <p>There is a designated person who is responsible and accountable for the data held within the SCR, its timely updating and the quality of the data held therein. This individual(s) clearly understands the importance of the SCR and their role and responsibilities linked to this.</p>	

¹² Disqualification Regulations status change could relate to change of those who live in the same house and the employee of the age of those who live in the same house changing, e.g. a young person's age changes to 18 and they become eligible to be subject to the Disqualification Regulations.

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	<p>We have a nominated Safeguarding Governor who will review termly an anonymised copy of the SCR ¹³ and a report is presented to the Governing Body on an annual basis as part of the overall report on how Safeguarding and Child Protection operate in school confirming that the SCR alongside other policies, procedures and practices is in place and is operating effectively.</p>	
<p>Procedures are in place for dealing with allegations of harm/abuse against children/young people</p>	<p>In accordance with Part 4 of KCSE2016, we operate to this guidance when dealing with allegations of harm/abuse against children/young people.</p> <p>Our DSL is aware of the above policies, how they fit into our over arching responsibilities linked to safeguarding and child protection and how these operate in practice.</p> <p>Our DSL has ensured that the Dp DSL(s) are equally aware with the above policies how they fit into our over arching responsibilities linked to safeguarding and child protection and how these operate in practice.</p> <p>Our staff are aware of their role and responsibilities in accordance with paragraphs 31 to 34 in KCSE2016 and we issue all staff with a copy of Reference Document A – actions where there are concern about a child - which is attached to our child protection policy</p> <p>Additionally, as part of our CPD programme - Code of Conduct/Behaviour, Allegations Management and Safer Working Practices are part of our rolling programme of updates provided to staff on an annual basis.</p>	
<p>A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues.</p>	<p>We have a named DSL within the Senior Leadership Team in School who is responsible for child protection and safeguarding.</p> <p>The individual who holds this role:</p> <ol style="list-style-type: none"> 1. is aware that their responsibilities cannot be delegated, but they can be distributed to Dp DSL's and has put in place a framework which is clear to ALL on the role and responsibilities of both the DSL and the Dp DSL's. 2. is responsible for providing advice and support to all other staff, liaising with and working with other agencies; 3. is trained in Child Protection matters as agreed locally with North Tyneside Safeguarding Children Board (NTSCB) 4. directly supports those staff members who are also 	

¹³ SCR – personal data , irrespective of how straightforward it appears, should not be viewed unnecessarily. In accordance with similar practices which operate in school in relation to performance management, Governors will review anonymised data to assure themselves that appraisal and performance management is operating effectively. A similar protocol should be in place when an SCR is reviewed on an annual basis. It is not appropriate for a safeguarding governor to know which staff members a DBS Risk Assessment is in place against – as this will have been approved by the Chair of Governors. The safeguarding governor's role is to ask questions to gain assurance that the school has in place an effective SCR and that the staff member assigned this responsibility is clear on the correct procedures, operates to these procedures and the SCR is therefore being maintained and managed effectively.

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	<p>nominated by the school to be Dp DSL's for child protection purposes – in relation to CPD, case management and support.</p> <ol style="list-style-type: none"> 5. is responsible for ensuring that school has in place all relevant policies and procedures relating to child protection and safeguarding and that these are periodically updated and reviewed in light of changes to practice, guidance and legislation. 6. ensures they link in with the governing body member nominated for safeguarding and child protection and ensures that with them, an annual report is provided to the governing body noting the schools approaches to child protection/ safeguarding. 7. ensures that they themselves and the Dp DSL's are aware of who the Designated Officer is within the Local Authority and the requirements to report into and work with them on all relevant matters. 8. is responsible for ensuring that all staff are issued with a list of the DSL and the Dp DSL's within school and the relevant contacts within the local authority, as well as emergency/other agencies. That this document which is included in the schools child protection policy is issued to ALL and is subject to periodic updates. <p>In drafting our safeguarding and child protection policy, procedures, practices and guidance we utilise the expertise of our DSL in taking the lead to implement an effective policy in school which reflects our practice and in ensuring that our staff are included in shaping our policies and provide opportunities to do this.</p>	
<p>Staff Training</p>	<p>The DSL and the Dp DSL's will undertake training to provide them with the knowledge and skills required to carry out their role through accessing the NTSCB training programme which should be updated every 2 (two) years.</p> <p>In addition to this formal training DSLs and Dp DSL's will access regular (but at least annual) updates (for example, via email, e-bulletins and staff meetings). It is the responsibility of the DSL to ensure that this takes place for themselves and any Dp DSL's and to pick up any further areas of support as necessary</p> <p>All new staff will be provided with child protection training to ensure that they understand how safeguarding and child protection operates in our school. It is the responsibility of the DSL to ensure that this takes place and to pick up any further areas of support as necessary</p> <p>All other staff who work with children will refresh this formal training every 3 (three) years in line with advice from NTSCB.</p> <p>This formal training will be in addition to regular staff</p>	

Guidance for Schools – Safeguarding & Child Protection

	<p>updates which will be provided to ALL at least annually. It is the responsibility of the DSL to ensure that this takes place and to pick up any further areas of support as necessary.</p> <p>All agency workers placed in school will receive appropriate safeguarding and child protection induction when they commence in school. These updates will be added to further as the placement in school continues. We have different levels of updates/guidance linked to the role to be undertaken and the duration of the role. The DSL is responsible for ensuring that an effective programme of safeguarding and child protection updates are in place for all agency workers.</p>	
Safeguarding Governor	<p>We have in place a governing body member who is identified as being the lead governing for safeguarding and they are aware of their role and responsibilities and the scope of that role.</p> <p>The safeguarding governor works with the DSL to ensure that an annual report is presented to the Full Governing Body noting the policies, procedures and practices that we have in place to support child protection and a safeguarding culture operating effectively within school.</p> <p>All governors will be invited to attend all staff annual CPD updates in relation to safeguarding and child protection. The safeguarding governor would be required to attend.</p>	
Visitors Protocol	<p>We have in place a protocol for visitors on their arrival at school. This is consolidated into the visitors 'signing-in' process which operates in school and ensures that all visitors are aware of the schools standards of behaviour/expectations of visitors when they are on the school site.</p> <p>The signing in protocol includes child protection and wider safeguarding arrangements.¹⁴</p>	
Practice reviews	<p>The DSL and Dp DSL's periodically, but at least annually review the practices we operate in school to ensure that each DSL and/or Dp DSL operates at a consistent and effective level.</p> <p>Additionally, the DSL is responsible for coaching and supporting each Dp DSL when they are managing cases and this is also factored into any formal support and development processes, e.g. appraisal.</p>	
Record Keeping and Handover	<p>All concerns, discussions and decisions made relating to a child/young person and the reasons for those decisions are recorded in writing and held confidentially in secure files in school.</p>	

¹⁴ For those schools that access **ENGIE**/North Tyneside Partnership Schools HR services a sample document is provided. The last updated guidance for schools to consider was issued in February 2011 and remains valid/relevant.

Guidance for Schools – Safeguarding & Child Protection

	<p>Guidance is given in accordance with paragraph 29 of KCSE2016 by the DSL to staff so they are clear on what should and should not be recorded in writing including all concerns discussions and decisions made and the reasons for those decisions. This guidance is reviewed on a periodic basis as and when new guidance is issued, legislation changes or learning from practices operating in school necessitate a need for updates.</p> <p>All staff are aware of the need to maintain confidentiality but that where a child discloses information that they can never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.</p> <p>In the event of a DSL leaving school or no longer holding the role, appropriate mechanisms are in place for an effective and detailed handover to the next DSL to be in place.</p>	
Section 11 Audit	<p>The DSL is required to take a lead role in the completion of the Section 11 Audit and to ensure that this is completed and returned to the Local Authority within the timeframes required.</p>	
Additional Policies	<p>In addition to the documents listed within this action/assessment plan, we have in place effective policies and practices to further support the operation of our safeguarding and child protection policies, this will include but is not limited to:</p> <ul style="list-style-type: none"> • allegations of peer to peer abuse, • policies in place which specifically relate to a Looked After Child (LAC) and we also have in place a designated teacher for LAC • clear policies in guidance to support SEND children and young people in school and a member of staff is designated to be responsible and accountable for the effective overarching support of those children and young people <p>We also have in place a review protocol to ensure that all additional guidance and policy is reviewed periodically (at least annually) by the DSL/Dp DSL's to ensure they remain operationally effective.</p>	

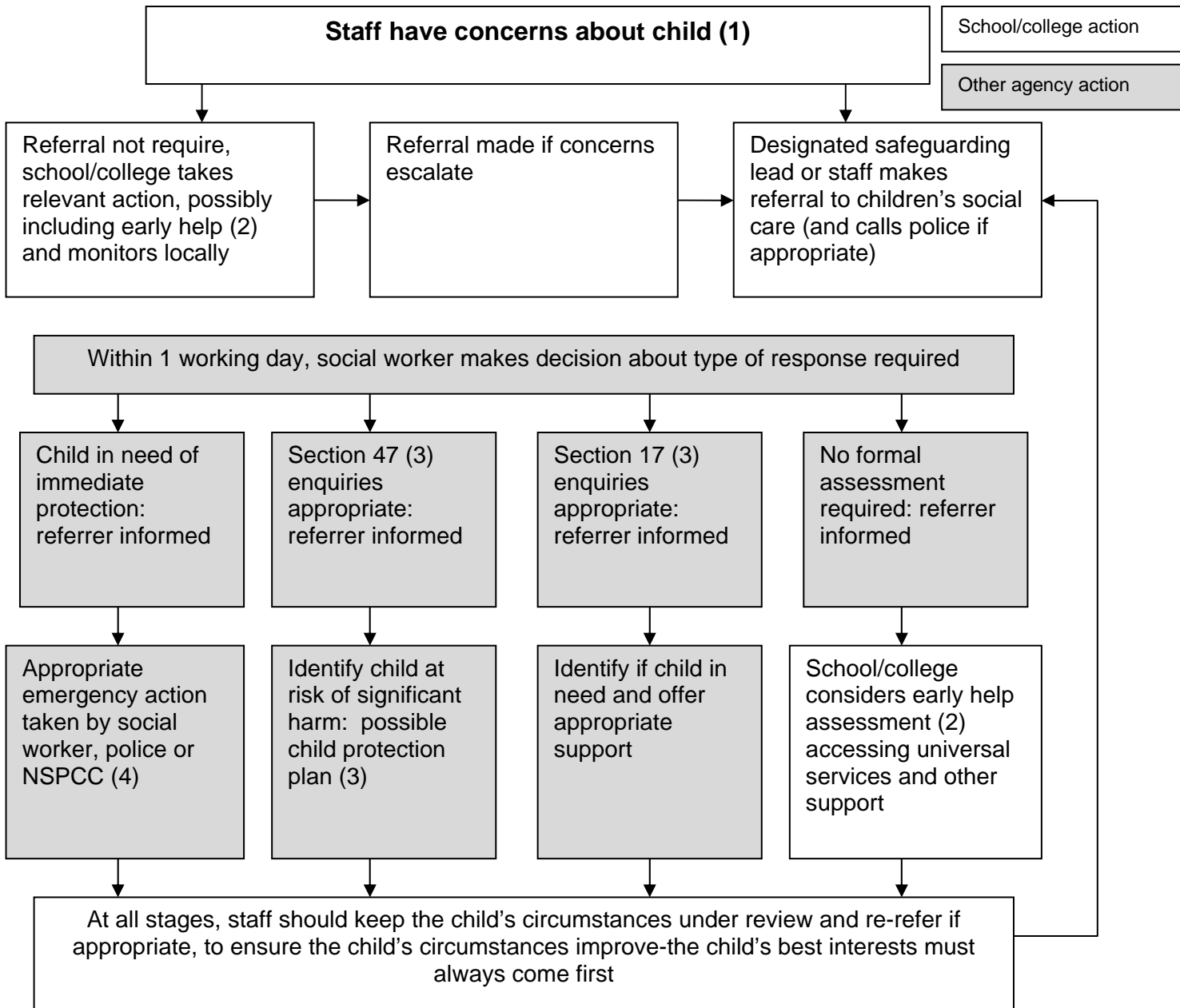
Reference Document A

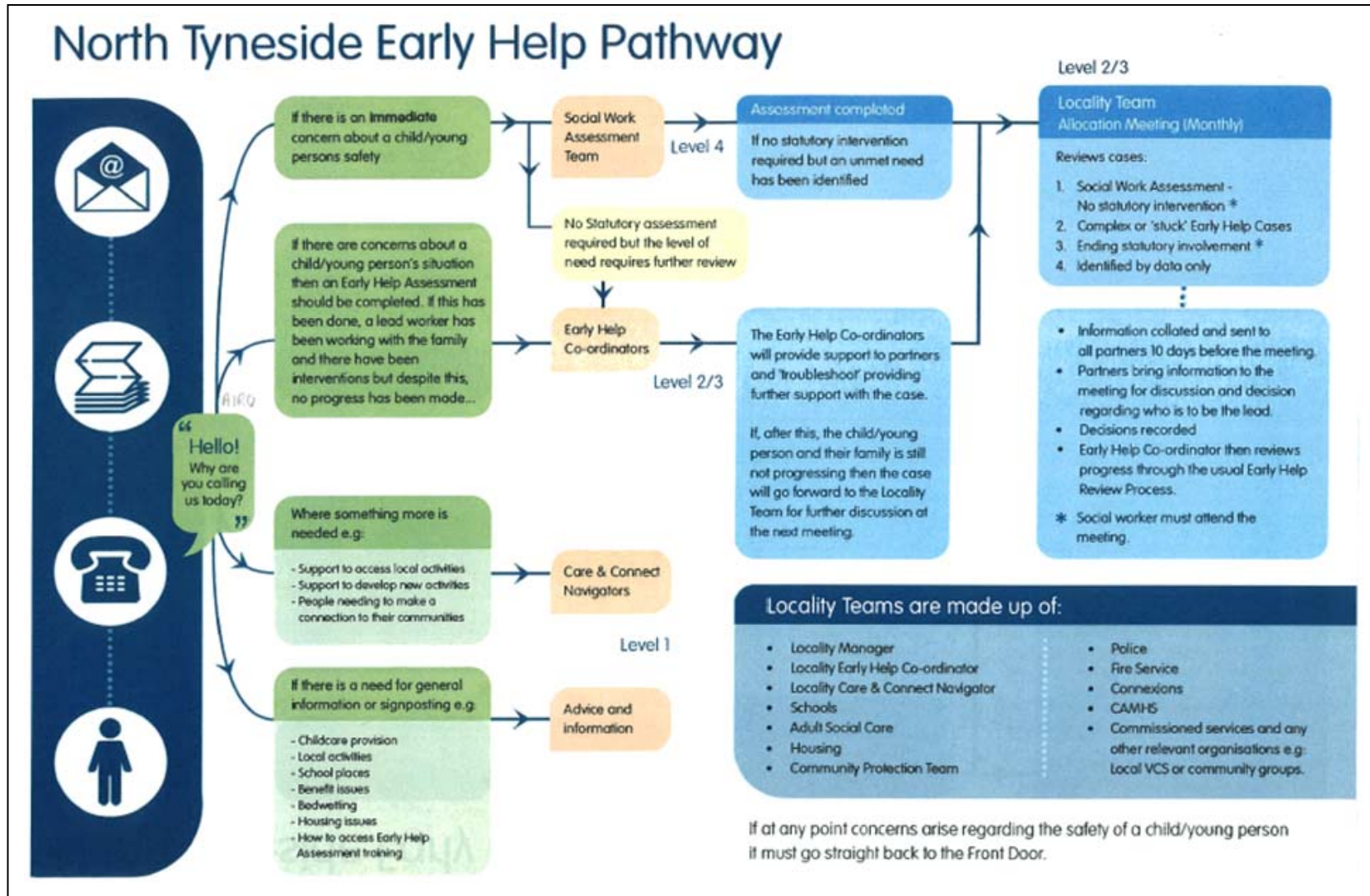
Actions where there are concerns about a child (from Keeping Children Safe in Education 2016)

In cases which also involve an allegation of abuse against a staff member, see Part four of this Keeping Children Safe in Education (2016).

1. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
2. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.

This could include applying for an Emergency Protection Order (EPO).





Reference Document B:

Key concepts and definitions

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

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

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

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

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

Definitions from Working Together to Safeguard Children (2015)

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

Abuse – a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child. (KCSE 2016 Page 11, types of abuse or neglect).

Physical Harm/Abuse - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a

child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Harm/Abuse - The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

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

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

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

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

The approach is one where practitioners come together to;

- share information
- find out what support is required
- work as a team around the family
- create a single SMART action plan
- contribute to and the support required

- identify who else might be asked to help
- regularly review progress

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

When concerns arise, school should consider the [North Tyneside Safeguarding Children Board's Threshold document](#), and where a child's needs are thought to be at an appropriate level for early help, the school should undertake an EHA to identify what help the child and family require and prevent the needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If at any stage during the EHA process, there are worries that a child or young person has been harmed or is at risk of harm, normal safeguarding procedures must be followed and school must contact the Front Door

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

Professionals can ring the Early Help and Co-ordination Team or the Front Door to find out if an EHA already exists for a child/family and for further information on the early help process. Each school is also linked to an Integrated Locality team. Contacts can be found in the school's full child protection policy.

Further reading

To ensure understanding of key concepts and definitions and specific safeguarding issues,

- all staff ***must*** read **Part One of Keeping Children safe in Education (KCSE) 2016**

and,

- all staff working directly with children, must also read **Annex A of Keeping Children safe in Education (KCSE) 2016**

Annex A of KCSE2016 outlines further information on specific safeguarding issues including;

- a child missing from education
- child sexual exploitation (CSE)
- so called 'honour based' violence (HBV) which includes but is not limited to,
 - Female genital mutilation (FGM) which now has a mandatory reporting duty placed on teachers
 - Forced marriage
 - Breast ironing
- Preventing radicalisation including
 - The Prevent Duty
 - Channel guidance

Reference Document C - Specific Safeguarding Advice

In addition to the key definitions and concepts outlined in Reference Document B noted above B, school should ensure that staff make themselves aware of any relevant specific safeguarding advice (available in *Keeping Children Safe in Education (July 2015) information for all schools and college staff (Part 1)* which should be issued to all school staff on induction). Schools also need to ensure that all staff **‘be vigilant to indicators of these specific safeguarding issues’**. This includes, but is not limited to the following:

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

Also see list in Reference Document G

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

Further information on some specific safeguarding issues

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this harm/abuse.

Female Genital Mutilation (FGM): Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child harm/abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

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

The Prevent Duty and extremism and radicalisation

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

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

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

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

Definitions

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as *vocal or active opposition to fundamental British values*
- Fundamental British values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- The definition also includes extremist calls for the death of members of our armed forces, including police officers whether in this country or overseas.

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

understands this additional route/involvement of the Front Door and other agencies when dealing with these specific matters.

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

Children missing from education

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

Reference Document D - Guidance for staff on receiving a disclosure

RECEIVE

- React calmly; be aware of your non verbal messages.
- If you don't understand the child's communication method, reassure the child, and find someone who can.
- Don't interrogate the child, observe and listen, use active listening techniques.
- Don't stop a child who is freely recalling significant events.
- Keep responses short, simple, slow, quiet and gentle.
- Don't end the conversation abruptly.

REASSURE

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

REACT

- Explain what you have to do next and whom you have to tell.
- Inform the Designated Safeguarding Lead (DSL) or deputy DSL, immediately.

Reference Document E - Links to other procedures in School

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

- Anti-bullying
- Behaviour
- E-safety
- Exclusions
- Intimate care
- Lettings
- Use of reasonable force
- PSHCE
- Whistle blowing

Reference Document F **Standards for effective child protection practice in schools**

In schools which are noted as having in place best practice, they are able to demonstrate the following:

- have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- are vigilant in cases of suspected child harm/abuse, recognising the signs and symptoms, have clear procedures whereby staff report such cases to the relevant person or service and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to relevant meetings.
- provide and support child protection training regularly to school staff and to designated safeguarding leads and any deputies as outlined in KCSE2016 to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account **Sex and Relationship Education Guidance (2000)**: Statutory Guidance on sex and relationship education;
- provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
- take particular care that pupils with Special Educational Needs and/or Disability (SEND) in mainstream and special schools, who may be especially vulnerable to harm/abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- have effective safeguarding arrangements in place for those pupils who are educated in an alternative provision and recognise that school ultimately remains responsible for the safeguarding and welfare of pupils educated off-site.
- have a clear policy about the handling of allegations of harm/abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance in KCSE2016.
- have a clear policy about the handling of allegations of abuse made against other children, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.
- have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

Reference Document G **References and useful sources of information and advice**

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

Local information and guidance

- North Tyneside Safeguarding Children Board (NTSCB) child protection/safeguarding procedures-click [here](#)
- Guidance for safer working practice for those working with children and young people in education settings Oct 2015-click [here](#)
- Guidance on allegations of harm/abuse against staff in schools-Schools are now directed to the statutory DfE Guidance KCSE2016 for advice in such matters-See part 4 Allegations of abuse made against teachers and other staff-click [here](#)
- North Tyneside Safeguarding Children Board (NTSCB) Section 11 audit *(NTSCB to circulate updated 2016 version in autumn 2016. 2015 version available [here](#))*
- North Tyneside Threshold Guidelines click [here](#)

Contact details

Front Door	Tel: 0345 2000 109 Out of hours: 0191 200 6800
Designated Officer for the Local Authority and/or Allegations Against Staff	Contactable via Front Door Service on 0345 2000 109 <u>Allegations against Staff only</u> – Senior HR Business Partner - Schools Christina Ponting Christina.ponting@northtyneside.gov.uk tel: 0191 643 8010 / 07970 640 472
Integrated Locality Teams North West The Coast South West Central	Locality manager: Nicky Garner Based at Shiremoor Children's Centre, 6438966 Locality manager: Lesley Davies Based at Whitley Bay Customer First Centre, 6438210 Locality manager: Julie Connolly Based at Howdon Children's Centre, 643 6262 Locality manager: Toni Clarke-Brown/Bev Marrs Based at Riverside Children's Centre, 643 8266
Safeguarding training for schools	Training and Development Officer for safeguarding training in education Lisa Wardingham. lisa.wardingham@northtyneside.gov.uk

Further references and information

1. [Keeping children safe in education - Publications - GOV.UK](#)
2. [Working together to Safeguard Children \(2015\)](#)
3. [What to do if you're worried a child is being abused. Advice for practitioners \(2015\)](#)
4. [The Munro Review of Child Protection: Final Report: *A child-centred system* Professor Eileen Munro \(2011\)](#)
5. [Education Act 2002](#)
6. [Children's Act 1989](#)
7. [School attendance \(2014\) including guidance on children missing from education](#)
8. [Children who run away or go missing from home or care \(2014\)](#)
9. [School attendance parental responsibility measures \(Jan 2015\)](#)
10. [Children missing education, Statutory guidance for local authorities \(Jan 2015\)](#)
11. [Sexual Offences Act 2003 \(Abuse of position of trust\)](#)
12. [Sex and Relationship Education Guidance \(2000\)](#)
13. [Sex and relationships education \(SRE\) for the 21st century](#)
14. [Information Sharing \(2015\)](#)
15. [Behaviour and discipline in schools \(2016\)](#)
16. [Use of Reasonable Force \(2013\)](#)
17. [Searching, screening and confiscation: advice for schools \(2014\)](#)
18. [Preventing and tackling bullying](#)
19. [Prevent: Preventing Violent Extremism Strategy](#)
20. [The Prevent Duty \(2015\) Departmental advice for schools and childcare providers](#)
21. [The use of social media for online radicalisation](#)
22. [Safeguarding Children and young people from sexual exploitation](#)
23. [Safeguarding Children in whom illness is fabricated or induced](#)
24. [Safeguarding Children from female genital mutilation](#)
25. [Safeguarding disabled children](#)
26. [Forced Marriage](#)
27. [Safeguarding Children from abuse linked to faith or belief](#)
28. [The role and responsibilities of the designated teacher for looked after children](#)

All available from www.gov.uk , www.education.gov.uk or www.legislation.gov.uk

Other useful websites

Child Protection in Education www.cape.org.uk

NSPCC www.nspcc.org.uk

CEOP www.ceop.police.uk

The Children's Legal centre www.protectingchildren.org.uk

The Children's Commissioner for England www.childrenscommissioner.gov.uk

Child line www.childline.org.uk/Pages/Home.aspx

Think you know www.thinkuknow.co.uk

Childhood bereavement www.childhoodbereavementnetwork.org.uk

Private Fostering www.privatefostering.org.uk

Child Carers www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers

FGM www.fgmelearning.co.uk/

NWG (National Working Group for CSE) <http://www.nwgnetwork.org/>

CHILD PROTECTION GUIDE

CHILD PROTECTION IS EVERYONE'S RESPONSIBILITY

People working in schools are uniquely placed to notice signs and symptoms of child abuse or which might indicate a Child in Need. Remember that child abuse happens to children of both sexes, at all ages, to all cultures and religions, to children from all social classes and children with and without disabilities. **We should all be pro-active in reporting any concerns.**

You might become involved because:

- You may see an injury that cannot be explained
- A child may want to tell you about what is happening to him or her
- Another person may express concern for a child's well-being
- A child may tell you about a situation that raises your concern even if it does not seem to concern the child
- You may have noticed significant changes in the way a child behaves or performs in school
- You may become concerned by signs such as dirty clothing, a child who seems under-nourished or is socially withdrawn or continually complains of abdominal pains or headaches. Self-harm, substance abuse and running away from home can also be indicators of a child in an abusive situation.

What to do:

1. **If you have a concern, report it directly to a designated teacher immediately and record it in writing as soon as possible**

2. **If a child discloses information to you:**

- Listen non-judgementally to the child
- Ask open questions to clarify but not to investigate
- Reassure the child
- Do not promise confidentiality - explain you may have to tell another person because the child's safety and welfare come first
- Keep the child with you, if possible, or with another adult (who should not discuss the matter with the child) until you inform the designated teacher
- Inform the designated teacher of your concerns immediately and record them in writing as soon as possible. **Please note immediately means that - not waiting until lunchtime or after 3.15pm.**

3. To record concerns or disclosures:

- Record anything the child has said using his or her words.
- Note the context, time and date on your record and sign it.
- Avoid judgements or opinions
- Do not discuss the matter with anyone but the designated teacher.

At Churchill Community College, the designated safeguarding lead teacher is **Lucy Roderick** (Assistant Headteacher) supported by Headteacher, **David Baldwin and Elaine Riley (Head of School), Malcolm Jacobs, David Anderson and Marie Jobson**. At PALS, **Christopher Trousdale and Lindsay Hurst**.

If an incident happens at the end of a day and you can not find a designated teacher you must still act. In these circumstances contact Front Door (North Tyneside Council's 24 hour Emergency Duty Helpline) on **0345 2000 109** (before 5 pm) and **2006800 (after 5 pm)**, report the concerns and ask for advice. You should act on the advice they give you and record the advice. The matter should be passed to the designated teacher immediately on the next school day.