St. Paul's C of E Primary School

Documentation Information and Control

Child Protection and Safeguarding Policy

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Review date:	July 2024 or sooner if Regulations are changed
Persons responsible for review:	The Governing Body in consultation with the Head Teacher
Reference to other documents:	Attendance Policy Learning Behaviour Policy *including* Anti-bullying, Appropriate Physical Contact, Physical intervention and the use of reasonable force *Child Abuses Concerns: Guidance for Practitioners*, DfE, 2015 *Children Missing Education*, DfE, September 2016 *Child Sexual Exploitation* (Definition *etc*), DfE, February 2017 *Child Sexual Exploitation* (Annexes *etc*), DfE, February 2017 Complaints Procedure Policy Confidentiality Policy *DfE and ACPO Drug Advice for Schools,* DfE, September 2012 *Disqualification Under the Childcare Act 2006*, DfE, September 2018 Drugs Policy Educational Visits Policy

e-Safety Policy

Guidance for safer working practice for those working with children and young people in education settings, Safer Recruitment Consortium, May 2019 and Addendum April 2020

Health and Safety in Schools, DfE, July 2019

Health and Safety on Educational Visits, DfE, November 2018

Health and Safety Policy *including* Personal and Intimate Care

Information Sharing: Advice for Practitioners Providing Safeguarding Services, DfE, July 2018

Keeping Children Safe in Education: Statutory guidance for schools and colleges, DfE September 2023

Mandatory Reporting of Female Genital Mutilation - procedural information, Home Office, December 2016

Meeting Digital and Technology Standards in Schools and Colleges, DfE, March 2023

Mental Health and Behaviour in Schools, DfE, March 2016

Multi-Agency Statutory Guidance on FGM, HM Gov, 2016

Personal, Social and Health Education Policy

Preventing and Tackling Bullying, DfE, October 2014

Promoting Fundamental British Values as part of SMSC in Schools, DfE November 2014

Relationship, Health and Sex Education Policy

Relationships, Sex, and Health Education, July 2020

Revised Prevent Duty Guidance for England and Wales, April 2021

Safeguarding Children in whom Illness is Fabricated or Induced, DfSF, 2008

Safeguarding Children who may have been Trafficked, DfE, 2011

School Exclusion, DfE, 2017

Searching, Screening and Confiscation, DfE, February 2014, amended September 2016

Sexual Violence and Sexual Harassment Between Children in School and Colleges, DfE, September 2021

Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People, DDCMS/ UKIS, December 2020

Special Educational Needs Policy

Spiritual, Moral, Social and Cultural Development Policy

Statutory Guidance on Children who Run Away or Go Missing from Home or Care, DfE, January 2014

Supporting Pupils at School with Medical Conditions, DfE, September 2014

Teachers' Standards, DfE, May 2012

The Prevent Duty: Department Advice for Schools and Childminders, DfE August 2015

The Use of Social Media for On-line Radicalisation, July 2015

Valuing All God's Children, CofE, Summer 2019

What to do if you are worried a child is being abused, DfE, March 2015

What to do if you suspect a Child is being Sexually Exploited, DfE, 2012

Whistle-blowing Policy

Working Together to Safeguard Children, DfE, Revised 2018

Designated Persons:

The Designated Safeguarding Lead:

The Head Teacher (Mr J Cochrane)

Deputy Designated Safeguarding Leads:

Mr B Taylor, Mrs N Nichol and Mrs E Hields

Designated Governor:

The Chairman of the Governing Body (Mr G Curry)

St Paul's C of E Primary School

Child Protection and Safeguarding

1. Rationale

1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad balanced and engaging education and learning experience.

1.2 St Paul's School is an inclusive school in which, through the provision of a broad, balanced, and engaging curriculum and within a caring and supportive environment, each pupil is motivated to develop and flourish as he or she acquires skills for life and a love of learning.

1.3 The school shall ensure at all times that a whole school approach to child protection and safeguarding is in place and that it underpins all relevant aspects of both policy and process.

1.4 Parents and carers are encouraged to raise any concerns that arise as soon as practicable.

1.5 The school shall ensure that it listens with care to the pupils and, when necessary, immediately provide early help to a pupil who raises a concern.

1.6 The Governing Body's commitment to child protection and safeguarding is rooted in the fact that all people owe their existence to God, are ultimately dependent upon him for their preservation each day, and are answerable to him on the last day.

1.7 The Governing Body acknowledges that mankind, male and female, was created in and as the image of God, and that all people are always to be shown care, love, and respect throughout life, from conception to the grave.

1.8 The Governing Body recognises that all people are accountable to God for all that they think, say, and do, including the way they treat children and other adults.

1.9 The Governing Body recognises, without prejudice to a parent or a carer's responsibility for their child(ren), that those who work in St Paul's School act in the place of parents and carers.

1.10 The Governing Body recognises that teachers, other staff, and volunteers may be among the first to recognise a child at risk.

1.11 *Child Protection* includes the protection of specific children who suffer or are likely to suffer harm.

1.12 *Safeguarding* and the promotion of the welfare of individuals includes:

- protection from maltreatment
- preventing the impairment of an individual's development, mental, and physical health
- ensuring that children grow up in circumstances consistent with the provision of effective and safe care, and
- taking action to enable children have the best outcomes.

1.13 In this policy the word Safeguarding includes Child Protection.

2. Commitment

2.1 All who work in St Paul's School, as employees, volunteers, or governors, recognising that no one is perfect and that a safeguarding issue could arise at any time, shall act in a vigilant manner so as to ensure, primarily but not exclusively during school hours and all school activities, the safety, protection, and welfare of all children for whom the school provides an education.

2.2 St Paul's School shall provide an environment in which all children are respected, encouraged to talk, listened to, and made to feel safe and secure.

2.3 The school shall ensure that children who are vulnerable, at risk, have suffered or are likely to suffer significant abuse or harm, including neglect, sexual abuse and exploitation, or are absent from school or education (see Annex A of *Keeping Children Safe in Education*, DfE, September 2023), are identified and appropriate action is taken to keep them safe.

2.4 The school shall ensure that staff are trained and prepared to identify children within the school who may benefit from early help. Early help means providing a child in need of support with help as soon as a problem emerges at any point in that child's life.

2.5 It is recognised that the provision of early help, which will be initially discussed with the Designated Safeguarding Lead, may entail a member(s) of staff supporting other agencies and professionals in an early help assessment.

2.6 The school shall maintain its commitment to multi-agency co-operation by working closely with all statutory safeguarding partners including the City of Newcastle upon Tyne, the Newcastle and Gateshead Clinical Commissioning Group, and Northumbria Police.

2.7 The curriculum will include activities and opportunities to equip children with the skills they need to stay safe from abuse, including the safe use of the Internet (e-Safety), and to know whom to turn to for help.

2.8 All staff shall respond immediately when made aware of or caused to suspect an occurrence of child abuse.

2.9 All staff will respond to a child for whom safeguarding concerns arise by:

(a) treating the child with utmost sensitivity, doing nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress;

(b) listening and recording as accurately as possible what the child says including dates and times;

(c) not probing or asking leading questions; and

(d) not promising to keep secrets.

2.10 All incidents of abuse, or of any behaviour that gives cause for concern, shall be reported without delay to the Head Teacher, the designated teacher for child protection.

2.11 When an incident has been reported, appropriate action shall be taken immediately in line with the child protection procedures of the Newcastle Safeguarding Children Board (*Working Together to Safeguard Children* 2018 and *What to do if you are worried a child is being abused* 2015).

2.12 The **Head Teacher** (Mr J Cochrane) is the **Designated Safeguarding Lead** and **Mr B Taylor, Mrs N Nichol** and **Mrs E Hields** are the **Deputy Designated Safeguarding Leads** within the school **for all child protection and safeguarding matters**.

2.13 The Governing Body has appointed a designated governor to be responsible, on behalf of the Governing Body, for the implementation and monitoring of this Child Protection and Safeguarding Policy within the school *(see pages 40 and 43)*. The **designated governor** for Child Protection is the **Chairman** of the **Governing Body** (Mr G Curry).

2.14 In furtherance of the implementation of this policy, the appropriate personnel of St Paul's School shall develop the links needed with relevant agencies, cooperate with any enquiries regarding child protection matters, and, when necessary, attend case conferences.

2.15 Notwithstanding that an allegation of abuse shall be responded to with appropriate discretion, it is recognised that the need to protect a child from abuse, under certain circumstances, shall take precedence over matters

relating to confidentiality, family relationships, and the hierarchy and objectives of any agency.

2.16 The school shall support, resource, and monitor the work of all who work with children.

2.17 The school shall keep accurate, detailed and secure written records of referrals or concerns raised under the terms of this policy.

3. Recognising children who may be suffering abuse or significant harm

3.1 *Definitions*

(1) **Child**

In the Children Acts 1989 and 2004 a child is defined as a person who has not yet reached his or her 18th birthday.

(2) **Harm**

Harm means ill-treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill-treatment of another.

(3) **Development**

Development includes physical, intellectual, emotional, social and behavioural development.

(4) **Health**

Health includes physical and mental health

(5) **Ill-treatment**

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

(6) **Abuse**

A child is abused when he or she is maltreated.

He or she may be abused or neglected through the infliction of harm or the failure to act to prevent harm.

A child may be abused in a family, an institution or in the community.

The abuse may be done by those known to them or, more rarely, by a stranger (*e.g.* via the internet).

They may be abused by an adult, adults, a child or children.

3.2 *Categories of Abuse*

There are four distinct categories of abuse.

(1) **Neglect**

(a) Neglect is 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.

(b) Neglect may occur during pregnancy as a result of maternal substance abuse.

(c) Neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers); or
- ensure access to appropriate medical care or treatment.

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

(2) **Physical Abuse**

(a) Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

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

Serious violence

(c) Indicators that pupils are at risk from, or are involved in, serious violent crime include

- increased absence from School,
- a change in friendships,
- relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm,
- a significant change in well-being,
- signs of assault, and
- unexplained injuries.

(d) Unexplained gifts or new possessions could also indicate that pupils have been approached by, or are involved with, individuals associated with criminal networks or gangs.

(e) All staff should be aware of the risks and understand the measures in place to manage them.

Child Criminal Exploitation (CCE)

(f) Child criminal exploitation occurs when an individual or a group take advantage of an imbalance of power to coerce, manipulate, or deceive a child to take part in criminal activity in exchange for something a victim needs or wants and / or for the financial advantage or enhanced status of a perpetrator or facilitator. Such exploitation may entail the use or threat of violence.

(g) CCE may include making a child carry drugs or money (*e.g* county lines), help produce cannabis, pick-pocket, shop theft, or carry a weapon.

(h) Both boys and girls may suffer CCE abuse, some of whom may be moved or trafficked.

(3) **Sexual Abuse**

(a) Sexual Abuse includes:

- Sexual Harassment *(see 3(f) below)*
- Child Sexual Exploitation (CSE) *(see 3(g) below)*
- Female Genital Mutilation (FGM) *(see 3(h) below)*
- Child-on-child (Peer-on-peer) Abuse *(see 3(i) below)*
- Sharing of nudes and/or semi nudes *(see 3(j) below)*
- Upskirting *(see 3(k) below)*

(b) Sexual 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.

(c) 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.

(d) 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 abuse, including via the internet.

(e) Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

(f) **Sexual Harassment (including on-line sexual harassment)**

(1) Sexual harassment is unwanted conduct of a sexual nature that can occur both online and offline.

(2) Sexual harassment violates a pupil's dignity and/or makes them feel intimidated, degraded or humiliated, and/or creates a hostile, offensive or sexualised environment.

(3) Sexual harassment can include sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names, sexual jokes or taunting, physical behaviour such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature, and online sexual harassment, which might include non-consensual sharing of sexual images and videos, and sharing sexual images and videos, both often referred to as sexting, inappropriate sexual comments on social media, exploitation, coercion and threats.

(4) Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence.

(5) It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

(6) It is more likely that girls will be victims of sexual violence and harassment, and it more likely that it will be perpetrated by boys. It can occur between children of any sex.

(7) Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

(8) Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the

experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

(g) **Child Sexual Exploitation (CSE)**

(1) Child sexual exploitation occurs when an individual or a group take advantage of an imbalance of power to coerce, manipulate, or deceive a child to take part in sexual activity in exchange for something a victim needs or wants and / or for the financial advantage or enhanced status of a perpetrator or facilitator. Such exploitation may entail the use or threat of violence.

(2) CSE may occur over a sustained period or be a single event.

(3) CSE may involve kissing, masturbation, oral sex, rape, rubbing or touching.

(4) CSE may entail non-contact activities which encourage a child to behave in a sexually inappropriate way, grooming, forcing a child to look at sexual images or to watch sexual activity, or to produce sexual images.

(h) **Female Genital Mutilation (FGM)**

(1) FGM includes all procedures that involve the partial or total removal of the external female genitalia.

(2) The practice is illegal.

(3) It is a form of abuse that has lifelong consequences.

(4) As well as raising concerns with the DSL all staff have a legal duty to report to the police an act of FGM that appears to have been carried out on a girl under the age of 18.

(i) **Child-on-child abuse, sexual violence and/or harassment**

(1) Child-on-child abuse can occur between two children of any age.

(2) It can happen in school as well as in other places.

(3) Such abuse may include:

- bullying, including cyber-bullying or forcing a child to perform humiliating acts (hazing)
- non-consensual sexual activity such as showing one's genitals, stripping, touching oneself sexually, or engaging in sexual activity with a third party
- sexual harassment or violence including kissing, masturbation, oral sex, rape, rubbing or touching
- sharing of nude images *(see the next section below),* and
- upskirting *(see two sections below)*.

(j) **Sharing of nudes and / or semi nudes**

(1) The sharing of nudes and / or semi-nudes includes the sending or posting of nude or semi-nude images, videos, or live stream online by young people under the age of 18.

(2) This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi nudes can happen publicly online, in 1:1 messaging via group chats and closed social media accounts and may include images or footage of more than one child or young person.

(3) Terms used by children and young people may include 'dick pics' or 'pic' or may be referred to by adults as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

(4) The motivations for taking and sharing nudes and semi-nude images, videos and live streams are not always sexually or criminally motivated.

(5) Such images my be created and shared consensually by young people who are in relationships, as well as between those who are not.

(6) It is also possible for a young personal in a consensual relationship to be coerced into sharing an image.r

(7) Incidents may also occur when

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers *e.g.* by selling images online or obtaining images to share more widely without consent to publicly shame.

(8) Incidents can either be classified as 'aggravated' or 'experimental'.

(9) The DDCMS/UKIS guidance advice for education settings working with children and young people'' sets out the classification of incidents, and how each should be handled.

(k) **Upskirting** is a criminal offence and typically involves taking a picture under a person's clothing without permission and/or knowledge with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. Any one can be a victim.

(4) **Emotional Abuse**

(a) Emotional abuse is the persistent emotional maltreatment of a child which causes severe and persistent adverse effects on that child's emotional development.

(b) It may involve conveying to a child that he or she is worthless, unloved, inadequate, or valued only insofar as he or she meets the needs of another person.

(c) It may include not giving a child opportunities to express his or her views, deliberately silencing him or her, or 'making fun' of what he or she says or how he or she communicates.

(d) It may feature inappropriate developmental expectations being imposed on a child. These may include matters beyond a child's developmental capability (including inappropriate sexual conversation), over-protection, a limitation of exploration and learning, or the prevention of a child from participating in normal social interaction.

(e) It may involve seeing or hearing the ill-treatment of another person.

(f) It may involve serious bullying (including cyber-bullying), frequently causing children to feel frightened or in danger, and the exploitation or corruption of children. A level of emotional abuse is involved in all types of maltreatment, though it may occur alone.

3.3 *Occurrence*

Child abuse can take place in all social spheres (families, institutions, between children) and it may be on an organised basis.

4. Taking action to ensure a child is safe at school and home

4.1 All staff shall follow the Newcastle Safeguarding Children Board Procedures. These are consistent with *Working Together to Safeguard Children* 2018, and *What to do if you are worried a child is being abused*.

4.2 It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

4.3 It is recognised that there are Concerns or Allegations that meet the harm threshold and Low-level Concerns those that do not.

4.4 *Concerns that meet the harm threshold* include those that concern anyone working in the school, including supply teachers, volunteers and contractors who:

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

4.5 *A low-level concern* is any concern – no matter how small, but causes even a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

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

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating a child / children.

4.6 All staff have a duty to recognise concerns, including low-level concerns) and maintain an open mind.

4.7 All concerns, including low-level concerns, regarding the welfare of pupils will be recorded and discussed with the Head Teacher (or in her absence the senior member of staff) prior to any discussion with parents.

4.8 Staff shall immediately report:

(1) any suspicion a child is injured, marked, or bruised in a way not readily attributable to the normal knocks or scrapes received in play;

(2) any explanation which appears inconsistent or suspicious;

(3) any behaviour which gives rise to suspicions that a child may have suffered harm (*e.g.* worrying drawings or play);

(4) any concern a child may be suffering from inadequate care, ill treatment or emotional maltreatment;

(5) any concern a child has signs or symptoms of abuse or neglect;

(6) any significant change in a child's presentation (including non-attendance);

(7) any hint or disclosure of abuse from any person; and

(8) any concern regarding a person(s) who may pose a risk to children (*e.g.* living in a household with children present).

4.9 *Responding to a Disclosure*

(1) Disclosures or information may be received from pupils, parents or other members of the public.

(2) Since those who disclose information may do so with difficulty, having chosen carefully to whom they will speak, all staff will handle disclosures with appropriate sensitivity.

(3) Since such disclosed information cannot remain confidential, staff will immediately communicate what they have been told to the designated person.

4.10 *Principles*

(1) A member of staff shall not investigate a disclosure but, when possible, he or she may elicit enough information to pass on to the designated person in order that he or she can make an informed decision of what to do next.

(2) Staff will:

(a) listen to and take seriously any disclosure or information that a child may be at risk of harm;

(b) try to ensure that the person disclosing does not have to speak to another member of school staff;

(c) clarify the information;

(d) try to keep questions to a minimum and of an open nature (*e.g.* 'Can you tell me what happened?' rather than 'Did X hit you?');

(e) try not to show signs of shock, horror or surprise;

(f) not express feelings or judgements regarding any person alleged to have harmed the child;

(g) explain sensitively to the person that he or she (the member of staff) has a responsibility to refer the information to the senior designated person;

(h) reassure and support the person as much as possible;

(i) explain that only those who 'need to know' will be told; and

(j) explain what will happen next including that the discloser of information will be involved as appropriate.

4.11 *Action to be taken by the Head Teacher, the Designated Safeguarding Leader, (or other senior person in the Head Teacher's absence)*

(1) Following any information raising concern, the designated senior person will consider:

(a) any urgent medical needs of the child;

(b) making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 0191 277 2500 or 0191 211 5845;

(c) discussing the matter with other agencies involved with the family

(d) consulting with appropriate persons *e.g.* Safeguarding Adviser and/or Social Care;

(e) the child's wishes.

(2) The designated person will then decide:

(a) whether to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation, and/or place the member of staff or others at risk; and

(b) whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

(3) If the decision is not to make a referral at that stage the designated person will decide whether:

(a) to talk with parents and / or the pupil;

(b) to seek advice from professionals working with the family;

(c) to consider if further monitoring is necessary; or whether

(d) it would be appropriate to undertake an Early Help Plan (EHP).

(4) All information and actions taken, including the reasons for any decisions made, shall be fully documented.

(5) All referrals to social care will be followed up in writing within 24 hours using a standard referral form (*See Appendix 2)*

4.12 *Action following a child protection referral*

The Head Teacher or other appropriate member of staff will:

(1) make regular contact with the Social worker involved;

(2) when possible, contribute to the Strategy Discussion;

(3) provide a report for, attend and contribute to any subsequent Child Protection Conference;

(4) if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences;

(5) when possible, share all reports with parents prior to meetings: and

(6) immediately inform the key worker in Social Care if a child on the Child Subject to a Child Protection Plan moves from the school or goes absent from education.

4.13 *Recording and monitoring*

(1) Accurate records will be made when practicable and will clearly distinguish between observation, fact, opinion and hypothesis.

(2) All records will be signed and dated.

(3) When possible, information given will be recorded verbatim.

(4) A note made of the location and description of any injuries seen.

(5) All Child Protection documents will be retained on the CPOMS systems. They will be accessible to the Designated Safeguarding Leaders. They will transferred to any school or setting the child moves to, through the secure CPOMS system.

(6) If a child goes absent from education, or is removed from the school roll to be educated at home, the relevant Child Protection file shall be copied and the copy sent to the Local authority.

4.14 *Supporting the Child and Partnership with Parents*

(1) The School recognises that a child's welfare is paramount and that good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.

(2) Whilst the school may need to make a referral without consultation with a child's parents or carers, the school will make every effort to maintain a positive working relationship with them whilst fulfilling its duty to protect the child.

(3) The school will provide a secure, caring, supportive and protective relationship for the child.

(4) A child will be given a proper explanation (appropriate to age and understanding) of what action is being taken on his or her behalf.

5) The school will endeavour to preserve the privacy, dignity and right to confidentiality of a child and his or her parents.

(6) The Designated Person shall determine which members of staff "need to know" personal information and what they "need to know" to support and protect the child.

5 *Specific Duties*

5.1 *Prevent Duty*

All staff shall ensure that they are able to identify children vulnerable to radicalisation and know what to do when such a pupil is identified *(see Code of Conduct, Appendix 3, page 30)*. The school's safeguarding procedures shall be followed, including discussion with the Designated Safeguard Lead (DSL) and, if necessary, with the local authority social care. The following may also be contacted:

(a) the local police,

(b) the non-emergency number 101,

(c) the Department for Education (DfE)
non-emergency dedicated helpline 020 7340 7264,
or via the
e-mail address: counter.extremism@education.gsi.gov.uk.

5.2 When a member of staff thinks there may be a concern, he or she shall discuss the circumstances (including those that informed any action or proposed action) with a senior colleague, to ensure that the safest practices are employed and the risk of actions being misinterpreted are kept to a minimum.

5.3 *Reporting Female Genital Mutilation* (FGM)

All staff must report to the Police when they discover (either through disclosure by a victim or visual evidence) a case of female genital mutilation (which comprises damage to, or the partial or total removal of the external female genitalia).

5.4 The members of staff shall familiarise themselves with the range of potential indicators that a girl may be at risk of FGM *(*see *Code of Conduct,* Appendix 5, Specific Safeguarding Issues, topics for which Guidance is available via the GOV.uk website, *page 32)*.

5.5 *The Curriculum*

The curriculum shall include activities and opportunities to equip children with the skills they need to stay safe from abuse, including the safe use of the Internet (e-Safety), and to know to whom to turn for help.

5.6 *Teacher Standards*

All teachers (including those working toward Qualified Teacher Status and Early Careers Teachers) shall note that the *Teacher Standards 2012* specify that their professional duties include safeguarding the well-being of children and maintaining public trust in the teaching profession.

5.7 All staff shall respond immediately when made aware of or suspect an incident of child abuse *(*see the school *Child Protection Policy* for a definition of abuse*)*.

5.8 All staff will respond to a child for whom safeguarding concerns arise. They shall:

(a) treat the child with utmost sensitivity, and do nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress;

(b) listen to and record as accurately as possible what the child says including dates and times;

(c) not probe or ask leading questions; and

(d) not promise to keep secrets.

5.9 All incidents of abuse, risk of harm, or of any behaviour that gives cause for concern, shall be reported without delay to the Head Teacher, the designated teacher for child protection.

5.10 When an incident has been reported appropriate action shall be taken immediately in line with the child protection procedures of the Newcastle Safeguarding Children Board.

5.11 If there is a risk of immediate serious harm to a child a referral shall be made to children's social care immediately. A referral may be made by anyone *(see charts on pages 44-45 below)*.

5.12 Should a child's situation not appear to improve a staff member with concerns shall urge that the concerns be re-considered.

5.13 In furtherance of the implementation of this policy, the appropriate personnel of St Paul's School shall develop the links needed with relevant agencies, cooperate with any enquiries regarding child protection matters, and, when necessary, attend case conferences.

5.14 Notwithstanding that an allegation of abuse shall be responded to with appropriate discretion, it is recognised that the need to protect a child from abuse, under certain circumstances, shall take precedence over matters relating to confidentiality, family relationships, and the hierarchy and objectives of any agency.

5.15 The school shall support, resource, and monitor the work of all who work with children.

5.16 The school shall keep accurate, detailed and secure written records of referrals or concerns raised under the terms of this policy.

5.17 All staff shall be made aware of safeguarding issues that put children at risk of harm. The school shall ensure it has up to date information and guidance on the following specific issues (*e.g.*through the GOV.UK website):

- bullying, including cyberbullying
- child criminal exploitation (CCE)
- child sexual exploitation (CSE)
- children absent from education
- county lines
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation
- filtering and monitoring
- forced marriage
- gangs and youth violence
- gender based violence / violence against women and girls
- hate
- homelessness
- honour based abuse
- mental health
- missing children and adults
- modern slavery
- private fostering
- preventing radicalisation
- relationship abuse (including Child-on-child abuse)
- sexualised behaviour,
- sexual harassment,
- sexual violence
- up skirting and
- trafficking, and
- youth produced sexual imagery (formerly known as sexting)

5.18 All incidents, behaviours and assessments of children shall be considered through contextual safeguarding.

6. Safe Recruitment and Selection

6.1 The school shall ensure that safer recruitment practices are followed and that they comply with the requirements of Part Three of *Keeping Children Safe in Education*, DfE, September 2023 *(See separate Safe Recruitment Policy)*.

6.2 All appropriate measures shall be applied for everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. This shall include volunteers and staff employed by contractors.

6.3 Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service checks and right to work in England checks.

6.4 The Head Teacher and the Chairman of the Governing Body have undertaken the *Children's Workforce Development Council's Safer Recruitment in Education Training* (www.cwdcouncil.org.uk). One of the above shall be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

7. Safe Practice

7.1 St Paul's School will comply with the current Safe Practice guidance.

7.2 Safe working practice ensures that pupils are safe and that all staff, visitors and volunteers:

(a) are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;

(b) work in an open and transparent way;

(c) work with other colleagues where possible in situations open to question;

(d) when working alone children shall ensure that they are visible to other members of staff;

(e) discuss and/or take advice from school management over any incident which may give rise to concern;

(f) record any incidents or decisions made;

(g) apply the same professional standards equally to all colleagues;

(h) are aware of the confidentiality policy:

(i) are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them; and,

(j) refer to the Code of Conduct.

8. Allegations regarding a person(s) working in or on behalf of school (including volunteers)

8.1 *Principles*

(1) Where an allegation is made against any person, working in or on behalf of the school, that he or she has:

(a) behaved in a way that has harmed a child or may have harmed a child,

(b) possibly committed a criminal offence against or relating to a child, or

(c) has behaved toward a child or children in a way that indicates he or she is unsuitable to work with children, the same principles in

the rest of this document apply and shall always follow the procedures of the Newcastle Safeguarding Children Board.

(2) Detailed records shall be made and will include decisions, actions taken, and reasons for them.

(3) All records will be retained securely.

(4) It is recognised that allegations may be false, malicious or misplaced.

(5) It is also recognised that allegations may be founded on fact.

(6) All allegations shall be investigated properly and in line with agreed procedures.

8.2 *Actions*

(1) A person who receives an allegation or witnesses an event will immediately inform the Head Teacher and make a record if it.

(2) If an allegation is made against the Head Teacher the matter will be reported to the Chairman of Governors who will follow the procedure the Head Teacher would otherwise follow.

(3) The Head Teacher will ensure the immediate safety of children and attend to any urgent medical needs.

(4) The member of staff or volunteer will not be approached unless it is necessary to secure the immediate safety of children.

(5) The Head Teacher shall clarify any information regarding the allegation without any formal interview.

(6) The Head Teacher shall consult with the Safeguarding Advisor and/or Local Authority Designated Officer to determine whether:

(a) it is appropriate for the allegation to be dealt with by school, or

(b) there needs to be a referral to Social Care and/or the Police.

(7) Throughout the reporting process proper consideration shall be given to the support and information pupils, parents and staff need.

(8) The Head Teacher shall inform the Chairman of the Governors of any allegation when practicable.

9. Information for pupils

9.1 All pupils in the school shall be made aware of the staff to whom they may talk.

9.2 The school shall ensure pupils are aware of behaviour toward them that is not acceptable and how they can keep themselves safe.

9.3 All pupils shall be informed of the Designated Person with responsibility for Child Protection.

9.4 We shall inform pupils of whom they might talk to both in and out of school. They shall be made aware that they shall be listened to and heard.

9.5 All pupils shall be taught what steps can be taken to protect them from harm.

9.6 Pupil awareness shall be raised through curriculum (*e.g.*PSHE), support from staff, and helpful information around school.

10. Partnership with Parents

10.1 The school shall share with parents and carers its commitment to educate and keep their children safe from harm and to promote their welfare.

10.2 The school shall honour its commitment to work positively, openly and honestly with parents and carers. All parents and carers shall be treated with respect, dignity and courtesy.

10.3 The privilege of a parent or carer to enjoy privacy and confidentiality will be honoured. Sensitive information will not be shared with another person unless the school has permission or it is necessary to protect a child.

10.4 St Paul's School shall share with parents or carers any concern about their child(ren) unless to do so may place a child at risk of harm.

10.5 The school shall encourage parents to discuss any concerns, including low-level concerns, with staff in school.

10.6 St Paul's School shall inform parents and carers of this policy by means of interview, school prospectus, and newsletters, and parents shall be informed they may view this policy on request.

11. Use of cameras and mobile phones

11.1 At St Paul's School all possible steps shall be taken to ensure that an environment exists in which children, parents and staff are kept safe from the inappropriate recording, storage and use of images.

11.2 In paragraphs 8.3 - 8.8 below a clear framework is provided to ensure that:

(1) the use of cameras and the storage of images reflect good practice,

(2) the safeguarding needs of the pupils are met, and

(3) staff are not distracted from their work with children.

11.3 The term 'camera' includes mobile phones, tablets and other equipment with the capacity to record and store images.

11.4 Mobile phones and personal cameras must not be used by any member of staff, volunteer or helper, either inside or outdoors, during contact with children. The only exception is the teacher in charge during a visit out of school whose mobile phone is the emergency contact number for school.

11.5 Mobile phones may be used to make or receive personal calls during break times providing children are not present.

11.6 All images taken by members of staff or volunteers at school or on visits out of school may only be taken on school cameras.

11.7 All such images shall remain the property of the school.

11.8 All images taken on school cameras must be uploaded to the school ICT system at the earliest opportunity and deleted from the camera.

11.9 Images must not be published in any way without the knowledge of the Head Teacher and permission from the parents or carers of children in the pictures.

12. e-Safety

12.1 All Internet activity in school shall be restricted to that which is lawful and shall be for educational purposes and professional development only and shall comply with the DfE's **filtering and monitoring standards** as set out in KCSiE 2023. Included are:

(a) the identification and assigning of roles and responsibilities for the management of filtering and monitoring systems (*e.g.* Who regularly checks, reviews and records? Who updates the systems? What is their relationship with the school Designated Safeguarding Lead (DSL)? Who leads an investigation?)

(b) an annual review of the systems;

(c) the blocking of harmful and inappropriate content without having an unreasonable impact on teaching and learning; and

(d) ensuring that the monitoring strategies meet the school's safeguarding needs.

12.2 Access to the Internet from the school shall only be by means of the authorised account and an appropriate private password.

12.3 Access to the Internet from home and terminals away from the school shall be made through reliable Internet Service Providers.

12.4 Individual teachers shall be responsible for their own Internet and e-mail activity and shall take appropriate measures to ensure that there is no inappropriate use by third party users.

12.5 All incidents of accidental contact with inappropriate material shall be logged. Inappropriate material is material of a pornographic, racist and offensive nature as defined in the Computer Misuse Act 1990, the Obscene Publications Acts of 1959 and 1964, the Protection of Children Act 1978, the Children Acts of 1989 and 2004, and the Sexual Offences Act 2003.

12.6 All e-mails shall meet the same professional levels of language and content as letters or other media and none shall be sent anonymously.

12.7 E-mails to pupils shall be shall be sent to the pupil's school e-mail address.

12.8 Staff shall not communicate with pupils through social networking sites and should be mindful of their professional status when placing personal information on social networking sites.

12.9 All software down loaded onto loaned laptops/iPads shall support teaching and learning and, when appropriate, shall be properly licensed. The terms of the school's Data Protection registration shall be adhered to and applied.

12.10 On-line or virtual teaching platforms shall have the appropriate level of security.

12.11 There shall be clearly defined operating times for virtual learning sessions.

12.12 Staff shall when necessary raise issues relating to the suitability of behaviour, dress or setting with the pupil and parent.

13. Partnerships with others

St Paul's School, recognising there is a joint responsibility on all relevant agencies to share information to ensure the safeguarding of all children**,** shall establish and maintain positive and effective working relationships with other partner agencies on the Newcastle Safeguarding Children Board.

14. School Training and Staff Induction

14.1 The Head Teacher and Deputy Safeguarding Leads shall undertake basic child protection training and training in inter–agency working (provided by the Newcastle Safeguarding Children Board) and refresher training at 2 yearly intervals.

14.2 The Head Teacher and all other school staff, including non teaching staff, shall undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. Refresher training will be undertaken at 2 yearly intervals or sooner if a change of regulation requires it.

14.3 All staff (including temporary staff and volunteers) shall be provided with the school's *Child Protection Policy* and the staff *Code of Conduct* and shall be informed of the school's child protection arrangements during their induction.

15. Support, Advice and Guidance for Staff

15.1 Staff will be supported by the school, Local Authority, and professional associations.

15.2 The designated person for Safeguarding/Child Protection, the Head Teacher, will be supported by the Chairman of the Governors.

15.3 Advice is available from the:

- school Safeguarding Advisor,
- Initial Response at the Local Authority,
- Police Child Abuse and Vulnerable Adults Unit *Telephone number:* 101
- The Prevent Team *Telephone number:* 101 ext 63854
  e-mail: specialbranch@northumbria.pnn.police.uk
- Anti Terrorist hotline *Telephone number:* 0800 789 321
- Children Absent from Education Team
- NSPCC Whistle-blowing Helpline *Telephone number:* 0808 800 5000

16. Related School Policies

Attendance

Learning Behaviour Management *including* Anti-Bullying, Appropriate physical contact Physical Contact, Physical intervention and the use of reasonable force

Community Cohesion

Complaints

Code of Conduct

Confidentiality

Drugs

Educational Visits

e-Safety

Health and Safety *including* Personal and Intimate Care

Personal, Social and health Education

Safe Recruitment

Social, Moral, Spiritual and Cultural development

Special Educational Needs and Disability (SEND)

Whistleblowing

17. Children Missing from Education

17.1 The school shall be mindful of the terms of the statutory guidance for local authorities as set out in *Children Missing Education*, DfE, September 2016.

17.2 When children on the school roll do not turn up and the usual enquiries have been made the case shall be referred to the Local Authority in the usual way. If the allocated worker cannot locate the child/family he or she will inform the Children Absent from Education team. The school will be advised when a child may be removed from the school roll.

18. Confidentiality

18.1 The School recognises that when "there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration" *Information Sharing: Practitioner's guide,* HM Government, 2018.

18.2 When a child is or may be at risk of significant harm the school shall share appropriate information with the Police and official Social Care Services.

18.3 In the normal course of events the confidence of a child, a parent or a carer shall not be breached.

18.4 The only circumstance in which data or information is shared shall be on a 'need to know basis', that is, when access to the data or information is necessary for the conduct of official business. Only those facts, and nothing more, will be imparted which need to be known and only at the time they need to be known.

19. Pupil Information

19.1 St Paul's School shall ensure it keeps up to date and accurate information in order to keep children safe and provide appropriate care for them.

19.2 The school shall hold accurate and up to date information regarding:

(a) names and contact details of persons with whom a child normally lives;

(b) names and contact details of all persons with parental responsibility (if different from above);

(c) emergency contact details (if different from above and more than one whenever possible);

(d) details of any persons authorised to collect a child from school (if different from above);

(e) any relevant court orders in place including those which affect any person's access to the child (*for example a* Residence Order, Contact Order, Care Order, or Injunction);

(f) if a child is or has been on the Child Protection Register or subject to a care plan;

(g) name and contact detail of a child's General Practitioner; and,

(h) any other factors which may have an impact on the safety and welfare of a child.

20. Responsibilities

20.1 ***Governors***

The Governing Body, without prejudice to its distinctive character and ethos, shall ensure that:

(a) this policy and procedures comply with KCSIE 2023, other DfE guidance, Local Authority guidance, locally agreed inter-agency procedures, and the policies and procedures of the Local Safeguarding Children Board;

(b) the policy is adopted and reviewed annually or sooner when regulations require it;

(c) that this policy is made available to parents and carers on request and to the public via the school website;.

(d) it is accountable for both compliance with and the effectiveness of this policy within the school;

(e) that the school adheres to the guidance for inter-agency working provided in *Working Together to Safeguard Children,* DfE, 2018;

(f) that a Designated Safeguarding Lead (DSL) and a Deputy DSL(s) are appointed from the leadership team to take responsibility for safeguarding and child protection within St Paul's School;

(g) that all staff are provided with:
  (i) a copy of this policy,
  (ii) the staff *Code of Conduct,*

(iii) Part 1 and Annex A of *Keeping Children Safe in Education,* DfE, September 2023, and

(iv) receive an induction to safeguarding and child protection, and undertake annual refresher training;

(h) that procedures, in line with statutory guidance, exist for dealing with allegations against a member of staff or volunteer;

(i) that safer recruitment practices are followed and that they comply with the requirements of *Keeping Children Safe in Education*, DfE, September 2023;

(j) it receives a safeguarding report each term that includes a record of training undertaken or to be undertaken by staff, a record of all safeguarding activity, and an explanation of how the school complies with its statutory requirements;

(k) all governors undertake regular safeguarding (refresher) training; and

(l) all governors undertake safeguarding visits to monitor compliance and to ensure that any weakness in safeguarding arrangements is promptly corrected.

20.2 ***The Head Teacher***

The Head Teacher shall

(a) appoint members of the leadership team as DSL within the school *(see paragraph 2.8 above);*

(b) appoint a Deputy DSL to ensure that in the event of a DSL being absent there will always be a person of DSL status within the school *(see paragraph 2.8 above);*

(c) ensure that the policies and procedures (in particular those relating to a referral of a suspected case of abuse including neglect) adopted by the Governing Body are implemented and followed by all staff;

(d) ensure that a safe and secure environment is created and maintained within the school to the end that staff, pupils, volunteers, governors and visitors are encouraged and free to raise concerns about the safety and welfare of the pupils in a sensitive and timely manner;

(e) liaise with the Local Area Designated Officer (LADO) should any allegations of abuse be made against a member of staff.

(f) sufficient resources are allocated and expended to enable the staff team to discharge their duties and responsibilities for child protection and safeguarding;

(g) appropriate checks are carried out on all applicants for positions, both paid and voluntary, within the school, including the checking of entry qualifications, professional and character references, health and physical capacity, previous employment history (including ensuring that any gaps are accounted for), and criminal records;

(h) all staff and volunteers undertake appropriate training and are aware of procedures for reporting concerns;

(i) all staff are aware of the procedures for dealing with allegations of abuse against members of staff in accord with the school Whistle-blowing Policy;

(j) ensure that relevant parents and carers are informed when necessary referrals to appropriate authorities are made by the school; and,

(k) ensure that parents are aware that the police have a right to speak with a child without parental consent when it is deemed to be in the best interests of the child and that they may do so on the school premises

but they may not remove the child from the premises without the permission of the Head Teacher.

20.3 ***The Designated Safeguarding Lead (DSL)***

The DSL shall:

(a) carry out the duties outlined in Annex B of *Keeping Children Safe in Education*, DfE, September 2023;

(b) provide advice and support to staff on child protection and child welfare;

(c) maintain written records and child protection files and shall ensure that they are kept confidential and stored securely;

(d) ensure that all staff and volunteers are aware of the policy and procedures to be followed;

(e) manage referrals and refer

- cases of suspected abuse to children's social care,
- radicalisation concerns to the Chanel programme officer, and
- relevant cases when a crime has been committed to the police and Disclosure and Barring Service; and,

(f) help promote educational outcomes by sharing information about the issues that children, including children with a social worker, experience with teachers and leadership staff.

20.4 ***The Designated Governor***

(1) The designated governor shall ensure that this Safeguarding Policy is implemented, and monitored, and that the statutory guidance of *Keeping Children Safe in Education* (September 2023) is wherever possible complied with within the school *(see page 46 for a minimum termly checklist)*.

(2) The Designated governor's key responsibilities shall include:

(a) regular contact with the Designated Lead for child protection;

(b) the promotion of well-being, safeguarding and child protection within the School;

(c) ensuring that the Governing Body has suitable Child Protection and Safeguarding policies and associated procedures which comply with prevailing regulations, guidance, standards, best practice, and advice;

(d) an annual review of safeguarding policies and practices within the school;

(e) report regularly to the Governing Body on safeguarding matters;

(f) ensure that appropriate safeguarding training is in place for all staff and that relevant additional safeguarding training for the DSL and Deputy DSLs is undertaken as required;

(g) undertake appropriate safeguarding training and maintaining an up-to-date knowledge of safeguarding requirements for the School;

(h) help broaden the understanding of the Governing Body on safeguarding issues;

(i) ensure deficiencies in the School's safeguarding practices are reported to the Governors, investigated and addressed; and,

(j) ensure that governors receive appropriate Safeguarding training.

20.5 ***All Staff and Regular Visitors***

All members of staff shall ensure that they respond immediately and appropriately, following the agreed policies and procedures for the school,

when they are made aware of or suspect any matter relating to Child Protection, the Prevent Strategy, and Safeguarding.

21. Contextual Safeguarding

21.1 Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside the school

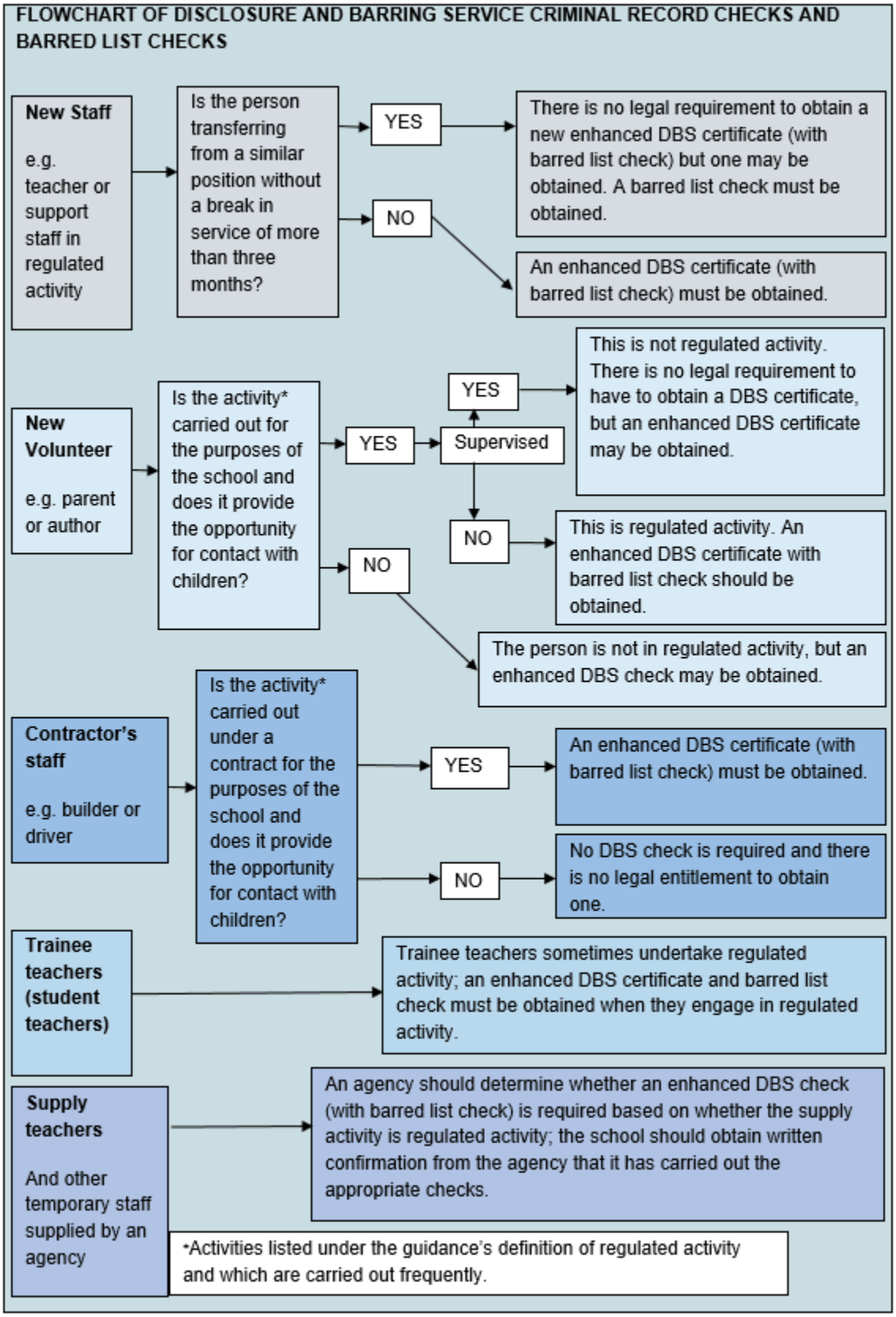
21.2 All staff are to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. It means that any assessment should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

21.3 The chart on page 43 provides staff, parents/carers, and governors with a statement of factors that currently affect the school community and the response of the school:

Social and economic factors	St Paul's School Response
Some migrant workers with no access to public funds. Poor housing, lack of housing and over-crowding.	Family support worker through Early Help Plans able to bring in support from City Council and charitable organisations. Liaise with Social Housing services. Liaise with Welfare rights and *Christians Against Poverty* (CAP) Provide workshops for parents on managing finances and debt.
Peer Group factors	**Schools Response**
Pupils have older siblings and friends who influence them when using Social Media Pla-forms. Knife crime in the community	The school curriculum includes teaching pupils about 'peer pressures'. A week of 'anti-bullying' activities are run and given a high profile within the school community. Children are regularly taught the safe use of social media. The sessions are led by the school consultant and safeguarding company. Staff regularly monitor activity and change school systems to prevent misuse of social media during the school day. Liaise with the police. Lisa with groups that provide advice on how to help young people both avoid being drawn into criminal behaviours and keep themselves safe from them.
Home factors	**Schools Response**
Many pupils have access to the internet at home and regularly use gaming devices for on-line games with their friends.	The Computing Curriculum teaches pupils about on-line safety. The school external computing advisor delivers specific workshops in relation to an on-line or mobile phone incident. This proactive and responsive approach allows the school to target groups of pupils or an individual and gives it the flexibility to respond to school incidents. Parents are given an opportunity to meet our advisor and talk with him during our parental workshops in 'on-line safety' week.

22. Review

The Governing Body shall review this policy every year or sooner if Regulations are changed.

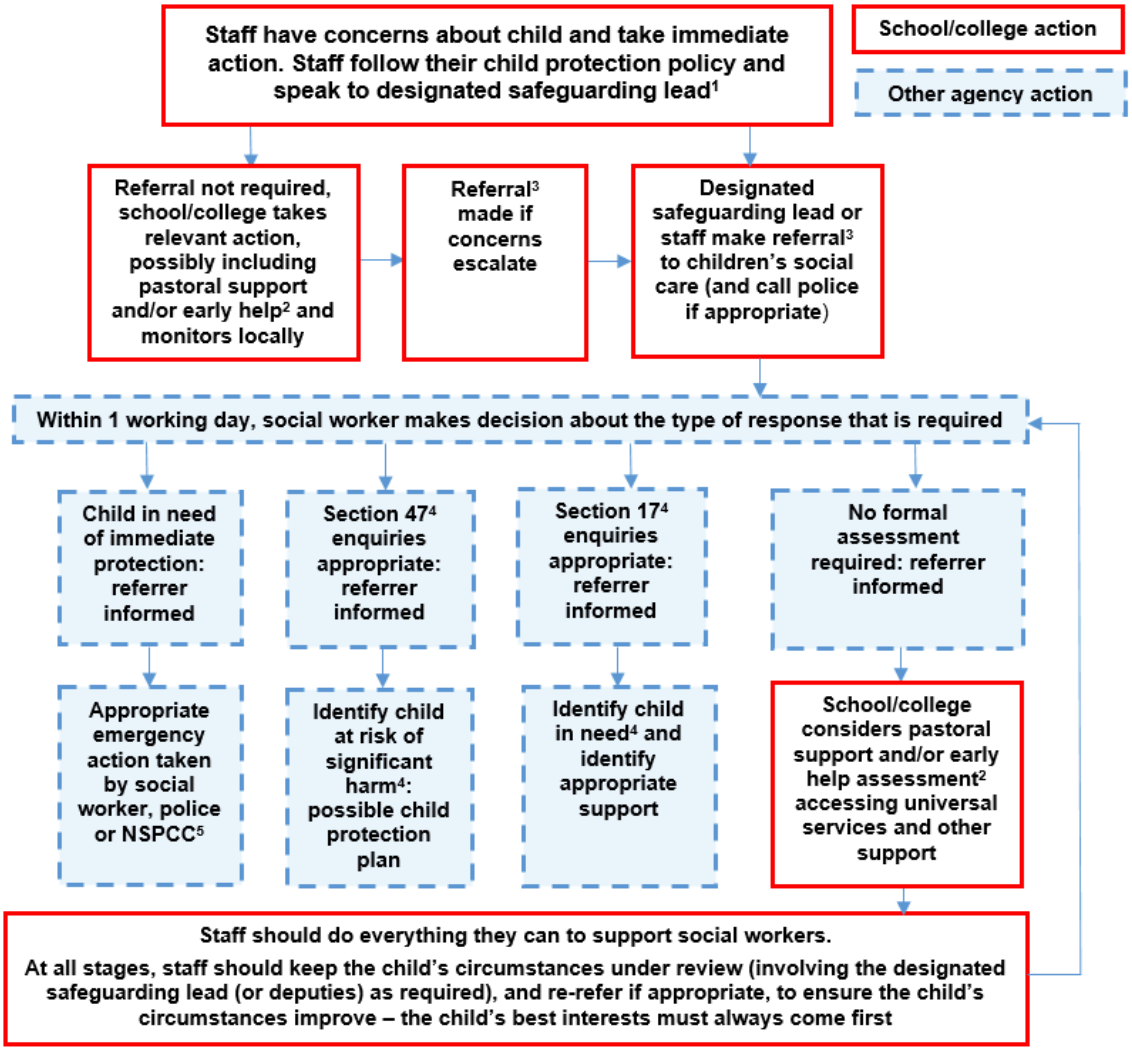

FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS
New Staff
e.g. teacher or support staff in regulated activity
Is the person transferring from a similar position without a break in service of more than three months?
YES
There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained. A barred list check must be obtained.
NO
An enhanced DBS certificate (with barred list check) must be obtained.
New Volunteer
e.g. parent or author
Is the activity* carried out for the purposes of the school and does it provide the opportunity for contact with children?
YES
Supervised
YES
This is not regulated activity. There is no legal requirement to have to obtain a DBS certificate, but an enhanced DBS certificate may be obtained.
NO
This is regulated activity. An enhanced DBS certificate with barred list check should be obtained.
NO
The person is not in regulated activity, but an enhanced DBS check may be obtained.
Contractor's staff
e.g. builder or driver
Is the activity* carried out under a contract for the purposes of the school and does it provide the opportunity for contact with children?
YES
An enhanced DBS certificate (with barred list check) must be obtained.
NO
No DBS check is required and there is no legal entitlement to obtain one.
Trainee teachers (student teachers)
Trainee teachers sometimes undertake regulated activity; an enhanced DBS certificate and barred list check must be obtained when they engage in regulated activity.
Supply teachers
And other temporary staff supplied by an agency
An agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks.
*Activities listed under the guidance's definition of regulated activity and which are carried out frequently.

Actions when there are concerns about a child

1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

2 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.

3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.



4 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

5 This could include applying for an Emergency Protection Order (EPO

APPENDIX 1

FIVE KEY QUESTIONS FOR GOVERNORS

Current issues and mitigations are inserted as bullet points under each question.

1 What are the main safeguarding risks?

The governing body, along with the leadership team, identifies the main risks as:

- Social media
- Phone based
- Poor on-line behaviour
- Abusive language (child on child abuse)
- Children who find it hard to report

2 What risks have increased, decreased or emerged?

Increasing

- Lack of parental oversight on device use

Decreasing

- Homophobic comments / language

Emerging

- Return to normal and the social skills needed coupled with less tolerance to manage everyday challenge

3 What preventative measures have been put in place to reduce these risks?

- Pupil Voice
- Life Skills
- Child Protection poster
- School Council
- Regular meeting with key staff
- Regular communication home.

4 How do you know they are being implemented?

- Minutes from meetings
- Standing agenda items under key headings *e.g.* pupils of concern, pupils to celebrate, year group trends, safeguarding concerns
- Staff termly INSET
- Governor i/c Safeguarding keeps all appraised

5 How do we validate the information we are given?

- Governor / DSL termly meeting
- Checking of the Single Central Register
- Pupils interviews
- Staff interviews.

APPENDIX 2

JOB DESCRIPTION

DESIGNATED SAFEGUARDING GOVERNOR

Key Responsibilities include:

(1) to maintain regular contact with the Designated Leads for safeguarding

(2) to champion the promotion of well-being and safeguarding issues at the highest level

(3) to ensure that the Governing Body puts in place a suitable Child Protection & Safeguarding Policy and associated procedures which have proper regard to prevailing regulations, guidance, standards, and advice

(4) to conduct an annual review of safeguarding procedures and practices

(5) to report regularly to the Board of Governors on safeguarding matters

(6) to ensure that child safeguarding training is in place for all staff and relevant additional training is undertaken as required

(7) to undertake appropriate safeguarding training and maintain an up-to-date knowledge of safeguarding requirements

(8) to maintain and develop the understanding of the whole governing body on safeguarding issues

(9) to ensure any deficiencies in safeguarding practices brought to the Board's attention are properly investigated and addressed

(10) to ensure that Governors receive appropriate training.

APPENDIX 3

TERMLY SAFEGUARDING CHECK

DESIGNATED SAFEGUARDING GOVERNOR

Term_____

Date_____

(1) General discussion with DSL *(see separate record)*

(2) Overview of the INSET safeguarding update

(3) Informed of number and type of referrals made and with which Local Authority

(4) Informed of any concerns regarding radicalisation

(5) Informed of amy allegations of child-on-child / pupil-on-pupil abuse

(6) Brief conversation with a member of staff to ensure his/her knowledge of safeguarding policy, procedures and practices is adequate, including Prevent Duty

(7) Updated on any contact made with the LADO

(8) Checked with Head whether there have been any allegations or concerns of of abuse made against a member of staff

Signed_____ Date_____

Designated Safeguarding Governor

Signed_____ Date_____

Designated Safeguarding Leader

APPENDIX 4

A PRO-FORMA FOR USE ACROSS THE YEAR BY THE DESIGNATED SAFEGUARDING GOVERNOR AND USED AS THE BASIS OF A MONITORING REPORT OR SUBMITTED TO THE GOVERNORS ANNUALLY AS A REPORT

Link governor for Safeguarding 2023 / 24		
Name of designated safeguarding leads (DSL)		
Key policies and documents to discuss / review		
Policy / document	*Date reviewed*	*Comments*
Context information if available – numbers of children open to social care, numbers on a child protection plan, numbers of CiC		
Child Protection and Safeguarding Policy		
Behaviour Management Policy		
Staff Code of Conduct		
Safe Recruitment Policy		
Whistleblowing Policy		
Safeguarding Audit(s)		
Single Central Record (review with staff)		
Keeping Children Safe in Education (updated version each Autumn)		
Ofsted review of sexual abuse in schools		

Key areas to explore with the DSLs	*Date discussed*	*Comments*
Designated Safeguarding Lead Are there sufficient DSLs for the school? How does the school ensure there is always a DSL or deputy DSL available?		
Training What training have the DSLs had? Have all staff had update training? Have all staff read Keeping Children Safe in Education – part 1? How does the DSL know the training is effective?		
Single Central Record Is it up to date and compliant, does it cover all key areas, is it checked regularly by LT members / DSL? Are all staff and volunteers appropriately checked? Are governors DBS checked and has a section 128 check been done?		
Curriculum Are all pupils taught about how to keep themselves safe? Does the teaching cover mental and physical health, wellbeing, online safety? Do the schools IT systems protect pupils (via filters etc)? How do we know the teaching is effect-		

Child on child abuse What is the school's approach to the issues raised in the Ofsted report on sexual abuse in schools? How does the RSE curriculum support pupils? How is pupil voice heard?		
Culture Does the school have a "it is happening here" attitude? Do all staff understand and support the ethos?		
Systems How are systems like CPOMs used? Is the school's record keeping accurate and appropriate? Do all staff know what to do if they have a concern (including a low-level concern) and are the processes followed consistently? Are processes to improve attendance effective?		
Data Are there any trends in the data for: • attendance, • exclusions, • behaviour incidents, • bullying incidents, • hate crime incidents *etc* *(a hate crime means a criminal act against a person or group of people, motivated by hatred towards them, and includes inciting other people to physical violence or other criminal acts).*		

Stakeholders How does the school's leadership engage with families and pupils to understand their experience of the safeguarding procedures?		
External Partners With whom does the school work to keep pupils safe / offer extra support to families?		
Site Is the school site safe? Are there areas of the site which pupils feel less safe in? Are the boundaries secure?		
Training attended / additional research or reading undertaken by the link governor for safeguarding		
Over the year, the link governor should:		*Comments*
Discuss: •the school's strengths and areas for development for safeguarding •lessons learnt from any incidents / events		
End of year summary including any key action points		

ADDENDUM Period of a School Closure APPENDIX 5

1. Scope and definitions

1.1 This addendum applies during any period of school closure and reflects updated advice from our three local safeguarding partners (Newcastle Local Authority, Clinical Commissioning Authority, and the Police).

1.2 It sets out changes to our normal child protection policy in light of the Department for Education's guidance and should be read in conjunction with that guidance.

1.3 Unless covered here, our normal child protection policy continues to apply.

1.4 The Department for Education's (DfE's) definition of 'vulnerable children' includes those who have a social worker, including children:

- with a child protection plan
- assessed as being in need
- looked after by the local authority, and / or
- have an education, health and care (EHC) plan

2. Core safeguarding principles

2.1 We will have regard to the statutory safeguarding guidance of KCSIE, 2023.

2.2 Although we shall operate in a way different to normal, we shall follow the safeguarding principles: of

- the best interests of children must come first,
- anyone who has a safeguarding concern about any child shall act on it immediately,
- designated safeguarding lead (DSL) or deputy shall be available at all times (see section 4 for details of our arrangements),
- unsuitable people shall not be part of the school workforce or gain access to children, and
- children shall continue to be protected when they are online.

3. Reporting concerns

3.1 All staff and volunteers must continue to act on any concerns they have about a child immediately.

3.2 Staff working off-site who have any concern must contact the school office to speak to the duty DSL.

3.3 All staff shall continue to work with and support the social worker of a vulnerable child.

4. DSL (and deputy) arrangements

4.1 We shall have a trained DSL or deputy DSL on site whenever possible.

4.2 Details of all important contacts are listed at paragraph 15.3 above *(page 33)*.

4.3 When the DSL (or a deputy) is not in school, remote contact shall be available at 0754 652 4590.

4.4 We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

5. Working with other agencies

5.1 We will work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

5.2 We will update this addendum when necessary, to reflect any updated guidance from the local authority about children with education, health and care (EHC) plans and children in need.

6. Monitoring attendance

6.1 As most children will not attend school during a period of school closure, we will not complete our usual attendance registers or follow our usual procedures to follow up on non-attendance.

6.2 The exception to this is when any child expected to attend school during the closure does not attend, or stops attending. In such a cases we will:

- follow up on their absence with their parents or carers, by telephone home or visit when that cannot happen
- Notify the central social work team and LAC contact:

  longtermsocialworkteams@newcastle.gov.uk

  lyndsey.pilling@newcastle.gov.uk

6.3 We shall use the Department for Education's daily online attendance form to keep an accurate record of who attends school.

6.4 We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details if possible.

7. Child-on-child abuse

7.1 We will follow the principles set out in part 5 of *Keeping Children Safe in Education* when managing reports and supporting victims of Child-on-child abuse.

7.2 Staff shall continue to act immediately on any concerns they have about a child at school or working at home.

8. Concerns about a staff member or volunteer

8.1 We will follow the principles set out in part 4 of *Keeping Children Safe in Education*.

8.2 Staff shall act immediately on any concern they have about staff or volunteers who work on site or remotely.

8.3 We will refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

8.4 We will refer potential cases of teacher misconduct to the Teaching Regulation Agency via Misconduct.Teacher@education.gov.uk.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have an option to offer places in school to children who do not meet the Department for Education's definition of 'vulnerable' when a safeguarding concern exists. This will include a child with Early Help Plans, a child going through the process of an EHCP, or a child who would be less vulnerable in school due to circumstance at home. We will work with parents/carers. If a child will not attend school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

10.1 Contact plans exists for a child with a social worker and who is vulnerable when:

- the child will not attend school (for example when the school, parent/carer and social worker, if relevant, decide together that this would not be in the child's best interests); and
- would usually attend but has to self-isolate

10.2 Emma Hields or Bryn Taylor will make contact by telephone, doorstep visits, or a combination of both nat least once a week.

10.3 These plans shall be agreed with a child's social care when relevant and reviewed as needed.

10.3 In the event that contact is not possible we will notify the central social work team, longtermsocialworkteams@newcastle.gov.uk

11. Safeguarding all children

11.1 Staff and volunteers shall note that actions taken during such a period potentially put children at greater risk.

11.2 Staff and volunteers are to be alert to any signs of abuse, or other safeguarding concern, and act immediately on a concern in line with the procedures set out in section 3 above.

11.3 For children at home staff are to look out for signs such as:

- non completion of assigned work or daily quizzes
- no contact from children or families, and
- seeming to be more withdrawn during any communication.

11.4 Children are likely to spend more time online during this period.

11.5 See section 12 below for our approach to online safety both in and outside school.

11.6 See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12.1 *In school*

We will have appropriate filtering and monitoring systems in place in school.

12.2 *Outside school*

(a) When staff interact with children online, they will follow the staff behaviour code of conduct and the IT acceptable use policy.

(b) Staff will be alert to signs that a child may be at risk of harm on-line, and act on any concern immediately, and follow our reporting procedures as set out in section 3 of this addendum.

(c) We will make sure children are signposted to sources of support and know how to report any concerns a child has.

12.3 *Working with parents and carers*

We will make sure parents and carers:

- are aware of the potential risks to children on-line and the importance of staying safe on-line;

- know what our school asks a child to do online, including which sites will be used, and who will interact with that child from the school;
- are aware they should only use reputable on-line companies or tutors if they choose to supplement the remote teaching and resources provided by the school; and
- know where they can go for support to keep their children safe on-line.

13. Mental health

13.1 When possible we will offer our current support for pupil mental health for all pupils.

13.2 We will signpost all pupils, parents and staff to other resources to support good mental health.

13.3 When expectations are set for a pupil's remote learning teachers will bear in mind the potential impact of the situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 *Recruiting new staff and volunteers*

(a) We recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

(b) We will follow our safer recruitment procedures, and Part 3 of *Keeping Children Safe in Education*.

(c) In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via on-line video link, rather than the physical possession of the original documents. This approach complies with revised guidance from the DBS.

(d) New staff must still present the original documents when they first attend for work at school.

(e) We will do the usual checks on new volunteers, along with risk assessments, to decide whether a volunteers who is not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 278-284 of *Keeping Children Safe in Education*.

14.2 *Staff 'on loan' from other schools*

(a) We will assess the risks of staff 'on loan' working in school, and seek assurance from the 'loaning' school that such staff have had the appropriate checks.

(b) We will use the DBS Update Service to check for any new information.

14.3 *Safeguarding induction and training*

(a) We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

(b) New staff and volunteers will continue to receive:

- safeguarding induction,
- a copy of our Child Protection and Safeguarding policy (and this addendum), and
- *Keeping Children Safe in Education*, September 2023, part 1

(c) We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases it will be:

- a copy of our Child Protection and Safeguarding policy and this addendum,
- confirmation of local processes, and
- confirmation of DSL arrangements.

14.4 *Keeping records of who is on site*

(a) We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

(b) We will keep the Single Central Register up to date.

(c) We will use the s Single Central Register to log:

- all who work or volunteer in school each day, including staff 'on loan', and
- details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Children attending other settings

(a) When a child ais temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

(b) Whenever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENDCo) will share, as applicable:

- the reason(s) why a child is considered vulnerable and any arrangements in place for support,
- a child's EHC plan, child in need plan, child protection plan, or personal education plan,
- details of a child's social worker, and
- details of the virtual school head

(c) We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring arrangements

This policy will be reviewed by the Head Teacher and Governing Body at least every year and whenever guidance from the three local safeguarding partners or DfE is updated.

17. Links with other policies

See the cover sheet ands section 16 of the policy to which this addendum is added.