



Redesdale Primary School

Safeguarding & Child Protection Policy

REDESDALE PRIMARY SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

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REDESDALE PRIMARY SCHOOL

SAFEGUARDING POLICY

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

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

We define children and young people in our school as being children within the age ranges of 3 to 11 years, however we are aware that children includes everyone under the age of 18.

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

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

LEGISLATION

Redesdale Primary School fully recognises the responsibility it has 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 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

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.

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 (2018)**³ 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 2018⁴ 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.*

²Child means a person under the age of eighteen.

³Working Together guidance 2018 referred to throughout this document as 'the current Working Together'

⁴ Keeping Children Safe in Education (September 2018) referred to as 'the current KCSE'

THE CHILD PROTECTION PRINCIPLES

Our Child Protection Policy demonstrates our commitment to safeguard children from harm. The essential inclusions within our Child Protection Policy are outlined below.

The Key Principles of Child Protection at Redesdale Primary School are:

- 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 Front Door service, the Designated Officer for the Local Authority (referred to as LADO) and other agencies as appropriate.
- 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:

- 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

Our policy is kept up to date, reviewed, approved and endorsed by the Governing Body annually or when legislation changes.

We operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of the current Keeping Children Safe in Education (September 2018).

Children and parents/carers are informed of the policy and procedures and a copy is on the schools website. Paper copies are available from the school office for those who cannot access the school website online.

Child Protection Procedures and Systems

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

ensure implementation and compliance. Our child protection procedures are linked to the North Tyneside Multi-agency Safeguarding Children Procedures⁵.

Our procedures and systems include:

Responsibility	A named senior Designated Safeguarding Lead and two Deputy Designated Safeguarding Leads with clearly defined roles and responsibilities in relation to child protection, appropriate to the level at which we operate.
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 recruitment⁶, 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 but not limited to 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 ,extremism and peer on peer abuse including harmful sexualised behaviours⁷ • School understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training⁸ to raise awareness of the Prevent agenda⁹ and issues of extremism and radicalisation

⁵ In line with publication of Working Together 2018.

⁶ In accordance with Part 3 of KCSIE

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

⁷ In accordance with Part Five of the current KCSE

⁸ Available through the North Tyneside WRAP training or e-learning available [here](#) or [Home Office e-learning](#)

⁹ [Advice](#) on The Prevent Duty for schools

	<ul style="list-style-type: none"> • Our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact, including those who are at increased risk of abuse due to either their age and/or dependence on adults including being part of the Operation Encompass scheme running in the local authority. Operation Encompass ensure that following any domestic abuse incident being reported to the police, the police will make contact with Children’s Social Care Front Door service who will then communicate relevant and necessary information to our nominated school staff the next morning. This will ensure our school is made aware at the earliest possible opportunity and can subsequently provide support to our pupils in a way that means they feel safe and listened to.
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> • A process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners. • Guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.

CHILD PROTECTION POLICY

INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
3. **SUPPORT TO PUPILS** who may have been harmed/abused.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, 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 • 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 locally. • ensure that all staff receive training endorsed locally on child protection at least every three (3) years • ensure that the Designated Safeguarding Lead(s) and/or deputies attend Multi-Agency Training every two (2) years • in addition to Designated Safeguarding Lead formal training and any general staff updates, the Designated Safeguarding Lead(and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other Designated Safeguarding Lead’s or taking time to read and digest safeguarding developments) at regular intervals but at least annually. • we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates. 	<ul style="list-style-type: none"> • 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; • 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 relationship and sex education (RSE) • 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.

2. CHILD PROTECTION PROCEDURES

In school we follow the procedures set out in interagency procedures produced by North Tyneside Multi-agency Safeguarding Children Procedures. We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in school.

We will contact North Tyneside's Front Door Service (see the information attached at the end of this policy - contact details) as the first point of contact with Children's Social Care Front Door service for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASH (Multi Agency Safeguarding Hub) which has a multi-agency duty team who offer information, support and services including information about early help and will respond to concerns.

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher, Designated Safeguarding Lead, Deputy Designated Safeguarding Lead(s) or Designated Teacher for Looked After Children (LAC)¹⁰ 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 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:

- A. Overarching Principles**
- B. Training & Awareness for All**
- C. Role & Responsibilities of the Designated Safeguarding Lead & Deputy Designated Safeguarding Lead's**
- D. Safeguarding in Practice**
- E. Working with Others**
- F. Teaching & Learning and the Curriculum**

A. Overarching Principles

In our school the Governing Body ensures:

- i. We have a Designated Safeguarding Lead (DSL) for Child Protection who is part of the school's Senior Leadership Team.
- ii. The Designated Safeguarding Lead 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 Designated Safeguarding Lead as this cannot be delegated.

¹⁰ In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

- iii. The Designated Safeguarding Lead and the Deputy Safeguarding Leads will undertake appropriate multi agency training every two (2) years.
- iv. We have two appropriately trained and experienced Deputy Designated Safeguarding Leads (Dp DSL's) in school and these arrangements are clearly communicated to staff, agency workers, volunteers and governors.
- v. 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 Designated Safeguarding Lead /Deputy Designated Safeguarding Lead's in school.¹¹
- vi. 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 Designated Safeguarding Lead or Deputy Designated Safeguarding Lead(s) who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead(s) are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership Team and/or take advice from Children's Social Care Front Door service.
- vii. All staff, agency workers, volunteers, governors and other adults supporting/working in school are provided with an immediate induction relevant to their role in school, this induction will then increase as appropriate linked to their role in school and the expected duration of that role.
- viii. On induction, all staff, agency workers, volunteers and governors will be provided with a copy of our Child Protection Policy, safeguarding arrangements, code of conduct/behaviour protocols for staff, Keeping Children Safe in Education 2018 (Part 1) and the Whistle Blowing Policy and will be supported and then expected to understand how these policies and guidance documents apply to their role in school.
- ix. All staff, agency workers, volunteers and governors will be directed to Redesdale Primary School policies and procedures regarding: - Child Protection Policy, safeguarding arrangements, code of conduct/behaviour protocols for staff and the Whistle Blowing Policy. They will also be supported and then expected to understand how these policies and guidance apply to their role in school.
- x. All staff, agency workers, volunteers and governors will be provided with the names and contact arrangements of the Designated Safeguarding Lead /Deputy Designated Safeguarding Lead's, Children's Social Care Front Door service and the NSPCC Whistle Blowing Help line. This list will be reviewed regularly but at least annually by the Designated Safeguarding Lead to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A)
- xi. 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 part of our 'induction' for visitors.(Redesdale Primary School Safeguarding Advice for Volunteers & Visitors and Visitor Information)
- xii. Ensure that 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.

¹¹ For service provider staff based in school we are clear that those staff are also clear on appropriate reporting protocols which have been issued to their staff and how this aligns into our school policy.

- xiii. All staff, agency workers and volunteers 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.
- xiv. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are issued with an appropriate job description/role clarity for this role which incorporates Annex B of the current Keeping Children Safe in Education.
- xv. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are issued with an appropriate job description/role clarity for this role which incorporates Annex B of the current Keeping Children Safe in Education.
- xvi. Staff understand and recognise the importance of the role of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s) and in addition to this all staff understand their own professional and personal duties and responsibilities in relation to this role.
- xvii. The Designated Safeguarding Lead takes advice from the Children's Social Care Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the [Local Threshold Guidelines](#).
- xviii. This policy is accessible to ALL, it is placed on the school website, Class Share, Shared Drive Area and paper copies will also be available in the school office and staffroom for colleagues to access who do not have day to day access to a school network/PC.
- xix. This policy and its associated guidance is reviewed by the governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the Designated Safeguarding Lead.
- xx. As a Governing Body we receive a confidential annual report from the Designated Safeguarding Lead 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 Section 11¹² audit to further evidence that safeguarding arrangements are effective.
- xxi. 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.

B. Training & Awareness for ALL

Additionally the governing body will ensure that:

The Designated Safeguarding Lead 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:

- i. Know the name of Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) their roles, contact details and who they are – to achieve this the Designated Safeguarding Lead will as a minimum issue contact details

¹² Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children

- outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate.
- ii. All staff will be provided with child protection training (by the Designated Safeguarding Lead /Deputy Designated Safeguarding Leads) immediately that they are appointed/placed in school and then attend locally endorsed child protection training for school based staff within a half term.
 - iii. All staff will receive training locally endorsed child protection training for school based staff at least every three (3) years.
 - iv. 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.
 - v. ALL will also receive regular safeguarding and child protection updates (regularly but at least annually) from the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead's which is in line with advice and changing practice – both nationally and locally ¹³.
 - vi. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads will attend Multi Agency Training every two (2) years for the child protection.
 - vii. The Designated Safeguarding Lead /Deputy Designated Safeguarding Leads are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, network meetings, via their appraisal/mentor process and in taking time to read and digest safeguarding developments.
 - viii. Opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols.
 - ix. ALL are provided with additional reference documents – included within our policy to ensure that they understand:
 - a. who to contact when they have a concern (attached as Reference Document A)
 - b. information relation to the other policies that operate in school which support safeguarding and child protection (attached as Reference document B)
 - x. In accordance with Keeping Children Safe in Education (September 2018) linked to research from Serious Case Reviews¹⁴, 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 Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads who will ensure that information is appropriately recorded, reviewed and any necessary actions taken.

¹³ For service providers staff based in school we are clear that those staff are also support to understand how their employers policy and practices align into our school policy and safeguarding culture.

¹⁴ An analysis of Serious Case Reviews can be found [here](https://www.nspcc.org.uk/what-we-do/news-opinion/triennial-analysis-serious-case-reviews-pathways-to-harm-pathways-to-protection/) at <https://www.nspcc.org.uk/what-we-do/news-opinion/triennial-analysis-serious-case-reviews-pathways-to-harm-pathways-to-protection/>

C. Role & Responsibilities of the Designated Safeguarding Lead

The **Designated Safeguarding Lead** 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 Designated Safeguarding Lead and Deputy Designated Safeguarding Leads:

- i. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads are responsible for ensuring that ALL are issued with a copy of Keeping Children Safe in Education - Information for all school and college staff (Part 1) September 2018 (and for those that work directly with children and school leaders, Annex A as appropriate) or upon their appointment/placement in school should it be after this date, and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document.
- ii. Ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way.
- iii. Work with the Local Authority and other agencies to ensure that we are able to 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.
- iv. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at Initial Child Protection Conferences, core groups/care team meetings, Child Protection Review Conferences, Locality Team Meetings and Team Around the Family (TAF) Meetings which are part of the early help process.
- v. Ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded.
- vi. Ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations.
- vii. 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.

D. Safeguarding in Practice

In addition, the **Designated Safeguarding Lead and Deputy Designated Safeguarding Leads** 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:

- i. Know that they have a professional responsibility for sharing child protection concerns about a child's safety and welfare with the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads in school and understand their personal responsibility with regards to safeguarding and child protection matters in school.

- ii. Understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the [Local Threshold Guidelines](#) to prevent concerns escalating.
- iii. 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 Designated Safeguarding Lead, Deputy Designated Safeguarding Leads 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.
- iv. For Teaching Staff – the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads will ensure that each Teacher understands their professional duties linked to Teacher Standards and what is expected of them as a teaching professional including the Female Genital Mutilation (FGM) mandatory reporting duty ¹⁵
- v. Know that if a child/young person's situation does not appear to be improving the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy.
- vi. Understand the need to be vigilant in identifying cases of harm/abuse and are able to **immediately** report concerns when they arise;
- vii. 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.
- viii. Ensure confidentiality protocols are adhered to and information is shared appropriately.
- ix. Know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance;-
 - 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.

¹⁵ 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf) at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

- x. Understands that the Headteacher; Designated Safeguarding Lead and Deputy Designated Safeguarding Leads in school will disclose any information about a pupil to other members of staff on a need to know basis only;
- xi. 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:
 - a. addressed
 - b. managed sensitively and effectively
 - c. dealt with in a timely manner
 - d. dealt with in accordance with schools agreed policies/practices, including Whistle Blowing Policy.
- xii. Understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults in school – including but not limited to Local Authority, Health, etc) they must refer the matter to the Headteacher (whose contact details are noted at the end of this document). Where the concerns are about the Headteacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current Keeping Children Safe in Education (September 2018) and as noted to all adults in school as part of induction and training protocols.
- xiii. 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.
- xiv. Our Peer on Peer Abuse Policy in school reflects the different forms peer on peer abuse can take, is clear that this is abuse and will not be tolerated. The policy also notes how victims of peer on peer abuse will be supported in school and considers the issues as outlined in Part 5 of the current Keeping Children Safe in Education (September 2018) regarding child on child sexual violence and sexual harassment.

E. Working with Others

The Designated Safeguarding Lead for child protection in school will co-ordinate and lead on the following:

- i. 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;
- ii. Contacting the Children's Social Care Front Door service for information, advice, guidance (including the Early Help Pathway) or to make a referral where there are concerns about harm to a child/young person.
- iii. Ensuring that all **relevant** persons – which in school we define to include all staff, agency workers and volunteers (including Governors), 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 Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.
- iv. Ensuring that any staff member is aware that they can make a referral to Children's Social Care Front Door Service should circumstance require this.
- v. Reporting an unexplained school absence to the child/young person's Social Worker or Children's Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this

- will operate as a first day response or as agreed as part of any inter-agency plan in place.
- vi. Ensuring that the school have in place a Designated Teacher for Looked After Children and previously Looked After Children and that their contact details are noted in the information attached at the end of this policy.
 - vii. 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
 - viii. Recognise that children with special educational needs (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
 - ix. Operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of the current Keeping Children Safe in Education (September 2018).

F. Teaching & Learning and the Curriculum

The Designated Safeguarding Lead will be required to ensure that:

- i. Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE).
- ii. As we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place.
- iii. 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.
- iv. In accordance with Annex C of the current Keeping Children Safe in Education (September 2018) 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.
- v. Staff have an awareness of risk taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting which is also known as youth produced sexual imagery¹⁶.
- vi. Staff have an awareness issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender issues and gender based violence/sexual assaults and sexting/ youth produced sexual imagery (the act of sending sexually explicit photos, messages, voicemails, IM's, videos, etc either via phone, computer, webcam or other devices).

¹⁶ Guidance is available in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#).

3. SUPPORT TO PUPILS

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

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

In school we will endeavour to support the pupil through:

- 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.
- Endeavouring to ensure that the pupil fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers.
- Liaison with other agencies as appropriate which support the pupil.
- 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 well-being 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 relevant services **as soon as there is a recurrence of a concern.**
- Ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with the current Keeping Children Safe in Education (September 2018) – this will be transferred separately from the main pupil file, ensuring secure transit with confirmation of receipt or handed over directly to the appropriate staff.

Special Educational Needs (SEN) and Disability:

We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as:

- assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

In school we will:

- Operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current Keeping Children Safe in Education (September 2018) for all staff, agency workers and volunteers (including Governors) before individuals are appointed or placed in school.
- Ensure that at least one member of the Governing Body and the Headteacher are trained in Safe Recruitment Practices.
- Ensure that all Governors in maintained schools have in place an Enhanced DBS check without a barred list check unless they are also in regulated activity.
- Ensure that all staff, agency workers and volunteers (including Governors) are appropriately inducted and supported following their appointment.
- Ensure that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents including having access to the school's code of conduct and Safer Working Practices for Adults who work with Children and Young People.
- 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).
- 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.
- Allegations Management:
 - implement Part 4 of the current Keeping Children Safe in Education (September 2018) (*Allegations of abuse made against teachers and other staff*) and all other relevant Safeguarding and Child Protection policies.
 - in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details

Reference Document A

REDESDALE PRIMARY SCHOOL

Contact Details for Child Protection and Safeguarding as at: September 2018

Designation/Role	Individual(s)	Contact Details
Head Teacher	Name: Email: Telephone(s):	MRS TRACY V. FLANNAGHAN tracy.flannaghan@northtyneside.gov.uk 0191 200 7326
Chair of Governors	Name: Email: Telephone(s):	MR PETER THORP peter.thorp@ntlp.org.uk 0191 200 7326
Designated Safeguarding Lead:	Name: Email: Telephone(s):	MRS TRACY V. FLANNAGHAN tracy.flannaghan@northtyneside.gov.uk 0191 200 7326
Deputy Designated Safeguarding Lead:	Name: Email: Telephone(s):	MR MIKE SHACKLETON mike.shackleton@ntlp.org.uk 0191 200 7326
	Name: Email: Telephone(s):	MRS DEBBIE YOUNGER debbie.younger@ntlp.org.uk 0191 200 7326
Designated Teacher for Looked After Children	Name: Email: Telephone(s):	MRS TRACY V. FLANNAGHAN tracy.flannaghan@northtyneside.gov.uk 0191 200 7326
Designated Safeguarding Governor:	Name: Email: Telephone(s):	MR PETER THORP peter.thorp@ntlp.org.uk 0191 200 7326
Designated Officer - Local Authority	Telephone(s):	On duty LADO-Contactable through the Front Door Service 0345 2000 109
Front Door	Telephone:	0345 2000 109
Access to Multi-agency Safeguarding Hub (MASH)		Out of hours 0191 200 6800
Adult Social Care Gateway Team	Telephone:	0191 6432777
Police	Telephone:	Emergency 999 Non-emergency number 101
Prevent Duty		Dedicated DFE Prevent line 020 7340 7264
NSPCC National Whistle Blowing Help Line:		0800 028 028 5 help@nspcc.org.uk
Integrated Locality Teams:	North West-Based at Shiremoor Children's Centre -643 2110	South West-Based at Howdon Children's Centre-643 2229
	The Coast-Based at Whitley Bay Customer First Centre-6438804	Central -Based at Riverside Children's Centre-643 8899

Reference Document B

Links to other procedures in School

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

- Administration of Medicines
- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Managing Allegations of Abuse made against Teachers and Other Staff in Schools
- Behaviour policy
- Complaints
- Data protection
- Early Help/Early Intervention and Prevention
- Exclusion
- Health & Safety
- Information Sharing
- Special Educational Needs and Disability (SEND) and Inclusion
- Staff Induction & Checklists
- Toileting & Intimate Care policy
- Lettings
- Looked after Children (and previously looked after children) policy
- Managing Medicines in Schools
- Children Missing from Education policy
- E-Safety & Acceptable Usage
- Peer on peer abuse (including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children safe in Education)
- Single Equality Scheme - equality & diversity
- PSHE policy, including RSE policy (Relationship and Sex Education)
- Pupil Premium
- Recruitment
- Educational Visits Guidance & Policy
- Staff Handbook (code of conduct)
- Visitors, agency workers and volunteers (including Governors)
- Whistle blowing