

# Safeguarding Policy

September 2024  
To be reviewed September 2025

## Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior persons	Local Advisory Board	Chair of Local Advisory Board
2024-2025	Mrs Alison Oliver	Mrs Peverall, Mrs Sample	Gareth Harrison	Gareth Harrison

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## INTRODUCTION

It is in line with the Newcastle Safeguarding Children Partnership Protection Procedures, "Working Together to Safeguard Children" September 2023 and 'What to do if you are worried a child is being abused' (2015) Keeping Children Safe in Education Sept 2024.

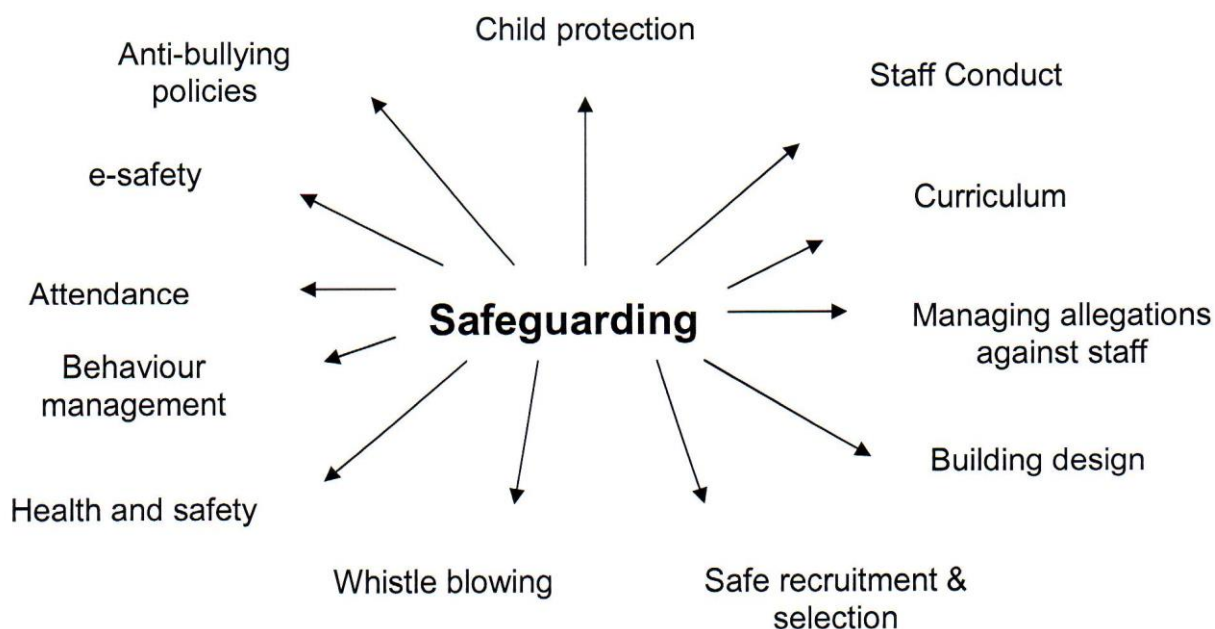
This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

## SCHOOL COMMITMENT

Valour Multi Academy Trust is committed to Safeguarding and Promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way, and whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others and we will always take a considered and sensitive approach in order that we can support all of our pupils.



## **PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **1. Safer Recruitment and Selection**

The Trust pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. 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 Criminal Records Bureau checks and right to work in England checks. School shall consider carrying out online searches as part of their due diligence on shortlisting candidates. All DBS checks for volunteers are free.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for all new appointments to our school's workforce through staffing personnel and payroll. From October 2009 it is a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred and/or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm
- this Trust is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- all new appointments to our school's workforce who have lived outside the UK will be subject to additional checks as appropriate
- our Trust ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

Dame Nicola Stephenson CEO and Alison Oliver Head Teacher, have undertaken the Children's Workforce Development Council's Safer Recruitment in Education Training. ([www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **2. Safe Practice**

Our Trust will comply with the current Safe Practice guidance.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;

- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### 3. Safeguarding Information for pupils

All pupils in our schools are aware of a number of staff who they can talk to. The schools are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

We will raise pupil's awareness through PSHCE, support from staff and helpful information around school.

All staff should understand that children may not feel ready or know how to tell someone they are being abused: "This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child"

### 4. Partnership with Parents/Carers

The schools share a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Senior Person)

We encourage parents/carers to discuss any concerns they may have with staff in school. We make parents aware of our policy through our website and at initial parent/carer meetings with senior members of staff. Parents/carers are made aware that they can view this policy on request.

If staff need to share any sensitive information with parents/carers, there will always be a member of the Senior Leadership Team present or a member of teaching staff. The member of staff who witnessed the behaviour/concern will also be present.

## 5. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Newcastle Safeguarding Children Partnership. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## 6. School Training and Staff Induction

The school's senior member(s) of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Newcastle Safeguarding Children Partnership) and refresher training at 3 yearly intervals.

The CEO, Head Teacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

All staff (including temporary staff and volunteers) are provided with an induction pack which they must read and sign. Induction sessions are given to all staff/volunteers.

Staff should be aware that safeguarding incidents/behaviours can be associated with factors outside the school and can occur between children outside the school. All staff (especially the safeguarding lead) should be considering the context within which such incidents occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

### Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation, including county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.
- general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy

#### Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (National Information Centre on Children of Offenders) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

#### Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual criminal activity. Whilst age is the most obvious, this power balance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases the abuse will be in (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (eg. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;

- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education.

## Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained staff should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day to day and identify those whose behaviour may suggest that they may be experiencing a mental health authority or be at risk of developing one.

Where a child has suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this may have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

School procedures should be followed to support children ie suggest that parents/carer contact GP to discuss issues or a referral should be made to CYPS or other appropriate agencies.

If staff have a safeguarding concern immediate action should be taken and Child Protection Procedures should be followed.

## Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

154 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. Moved as recorded in Forced Marriage section

#### Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

#### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disability, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

School staff can contact the Forced Marriage Unit if they need advice or information:

Contact: 020 7008 0151 or email [fmufco@fco.gov.uk](mailto:fmufco@fco.gov.uk).

## Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

## Child on child harm

Children can abuse other children. This is generally referred to as child on child harm and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals, upskirting and sexting. Staff should be clear that abuse is abuse, it should not be tolerated or passed off as 'banter' 'just having a laugh' or 'part of growing up'

## Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating

a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”,
- “part of growing up”, “just having a laugh” or “boys being boys”; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

## Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

## The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## 7. Support, Advice and Guidance for Staff

Staff will be supported by Mrs Alison Oliver. The designated senior person for Safeguarding/Child Protection will be supported by Sam Peverall and Fiona Sample.

Advice is available from the Initial Response service on 0191 2772500 and the Police Child Abuse Investigation Team based at Etal Lane Police Station on 0191 2146555.

## 8. Related School Policies

### Related safeguarding policies

- Relationships Policy
- Complaints procedure
- Anti-bullying
- Whistleblowing
- SEN Policy
- Behaviour Policy
- Missing child Policy
- Safer recruitment

- Keeping Children Safe in Education September 2024
- Guidance for safer working practice in education settings May 2019
- FGM multi agency guidelines 2020
- Safeguarding young people and children from sexual exploitation (CSE guidelines 2017)
- Working together to safeguard children 2023
- Children Missing Education Statutory Guidelines
- Acceptable use for staff policy
- Allegations of abuse against staff policy
- Anti radicalisation policy
- Child Protection Policy
- Intimate Care Policy
- Safe Touch Policy
- Code of conduct for parents and visitors Policy
- Induction Policy for Newly Qualified Staff and Newly Appointed staff
- E Safety Policy
- Child on child harm
- Children's Wellbeing Policy
- Low Level Concerns Policy
- Lone Working Policy
- Safeguarding for parents/carers policy
- CSE guidance core document

#### Online safety – monitoring and filtering

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. We will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in and escalate any concerns where appropriate.
- We will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk
  1. Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
  2. Contact: being subjected to harmful online interaction with other users. For example, child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.
  3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

4. Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- We recognise that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face
  - The Head Teacher will be informed of online safety concerns by the DSL, as appropriate.
  - The DSL has overall responsibility for online safety within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.
  - The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying and behaviour policies. Internal sanctions and/or support will be implemented as appropriate. Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
  - We use a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platforms (Seesaw/Tapestry), intranet and email systems. All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place. We recognise the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology.
  - Appropriate Filtering and Monitoring
  - The leadership and relevant staff are:
    - Aware of all internet monitoring and filtering systems
    - Manage them effectively
    - Know how to escalate concerns when they are identified.
  - We will do all we reasonably can to limit children's exposure to online risks through school provided IT systems. We will ensure that appropriate filtering and monitoring systems are in place. We use Smoothwall filtering provided by Newcastle City Council IT services who provide all IT support to the school. To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards.
  - If children or staff discover unsuitable sites or material, they are required to report the site and material to the class teacher. The class teacher will then inform a DSL. All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation. Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate. Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as

the Internet Watch Foundation and the police. When implementing appropriate filtering and monitoring, we will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- We acknowledge that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety. Children will use appropriate search tools, apps and online resources as identified following an informed risk assessment. Children’s internet use will be supervised by staff according to their age and ability. Children will be directed to use age appropriate online resources and tools by staff.
- Information Security and Access Management • School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners.

School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff Training. We will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. Amongst other things, this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

#### Educating Children

- We will ensure a comprehensive whole school curriculum response is in place to enable all children to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. Education for a Connected World Framework and DfE Teaching online safety in school’ offer further guidance.

#### Working with Parents/Carers

- We will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children by: providing information on our school website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers or highlighting online safety at existing events. Share what we are asking children to do online including which sites they might access. Who from the school or college will be interacting with their child online Remote Learning.

**All** staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

**The Local Advisory Board** and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. It is not appropriate for the proprietor to be the designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

**The Local Advisory Board** and proprietors should ensure that **all** staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. Induction and training should be in line with any advice from local safeguarding partners. In addition, all staff should receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

### **Children Missing from Education**

The school follows the Newcastle LA procedures "Children Who May Be Missing/Lost From Education ". Contact: Kay Harrison on: 0191 2774500. Where children on roll at a school do not turn up, and this school has made the usual enquiries they will refer the case to the Local Authority in the usual way. If the allocated worker cannot locate the child/family they will inform the Children Missing Education team and the school will be advised by them that they can take the child off roll (normally after 4 weeks).

### **Confidentiality**

School has regard to “Information Sharing: Practitioner’s guide” HM Government, 2024 “Where 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. “

It is important the school or college’s response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children’s social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance Working together to improve school attendance including information on how schools should work with local authority children’s services where school absence indicates safeguarding concerns.
- Information regarding schools’ duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department’s statutory guidance: Children Missing Education.
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.
- general information and advice for schools and colleges can be found in the Government’s Missing Children and Adults Strategy

## 9. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

## 10. Roles and Responsibilities

Our Local Advisory Board will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Head Teacher undertake appropriate child protection training which is updated every three years
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- the Chair of the Local Advisory Board is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the CEO
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated
- should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements
- whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, LAB and proprietors should be doing all that they reasonably can to limit children's exposure to all risks from the school's or college's IT system. As part of this process, LAB and proprietors should ensure their school or college has appropriate filters and monitoring systems in

place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. LAB and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

Our Head Teacher will ensure that:

- the policies and procedures adopted by the Local Advisory Board or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Members of Staff with Designated Responsibility for Child Protection will:

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the CEO to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

- recognise how to identify signs of different/all abuse and when it is appropriate to make a referral;
- have a working knowledge of how Newcastle Safeguarding Children Partnership operate, the conduct of a child protection case conference and be able to attend and contribute to these and ongoing child protection plans
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have safeguarding training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every three years.

**Raising Awareness**

- ensure the child protection policy is updated and reviewed annually and work with the Local Advisory Partnership regarding this;
- ensure parents/carers are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is forwarded to their new school and measures are in place to monitor this. This is to be transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.
- Where the parents inform school that they wish to 'home educate' their child, the Local authority endeavours to undertake a home visit to discuss this with the parents. The DSL will notify the local authority and complete the appropriate paperwork – 'home educated notifications.'

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

## **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday. (21 for children with a disability)

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

**Sexual Abuse** 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. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food 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)
- ensure access to appropriate medical care or treatment.

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

(Working Together to Safeguard Children 2023)

## **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff follow the Newcastle Safeguarding Children Partnership Procedures which are consistent with 'Working Together to Safeguard Children 2023' and 'What to do if you are worried a child is being abused'

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and

maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

#### 1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

#### 2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person.

#### Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information

- 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?'
- Keep discussion with child open ended ie TED, can you Tell me about it, can you Explain it, can you Describe that to me
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

### 3. Action by the Designated Senior Person (or other senior person in their absence)

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

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing 0191 2772500
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care
- the child's wishes

Then decide:

- wherever possible, 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
- 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

OR

- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary

- if it would be appropriate to undertake an assessment (e.g. EHP) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using Newcastle Children Safeguarding Partnership Website.

#### 4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conferences
- 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
- where possible, share all reports with parents prior to meetings
- where a child who is subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

#### 5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be recorded on CPOMS, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection information will be recorded on CPOMS, these will only be accessible to designated senior persons. These records will be transferred to any school or setting the child moves to via CPOMS. If the receiving school does not have CPOMS the file will be transferred, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.'

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be sent to the Local authority. Any information on the child will be destroyed on their 25<sup>th</sup> birthday.

#### 6. Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however, good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child

- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

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

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 related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Newcastle Safeguarding Children Partnership procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

#### Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the CEO/ Head Teacher and make a record the incident on CPOMS
- In the event that an allegation is made against the CEO/ Head Teacher the matter will be reported to the Chair of Local Advisory Board who will proceed as the CEO/ Head Teacher
- The CEO/ Head Teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The CEO/ Head Teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The CEO will consult with the Local Authority Designated Officer (Melanie Scott) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff

- The CEO / Head Teacher will inform the Chair of Local Advisory Board of any allegation.

Dame Nicola Stephenson  
CEO  
September 2024

Alison Oliver  
Head Teacher  
September 2024

## Appendix 1 - CONTACTS

Local Authority Designated Officer (LADO) – Melanie Scott	0191 2774636
Education HR team	0191 2787878
Children Missing Education – Kay Harrison	0191 2774500

## SOCIAL CARE

Initial Response Service	0191 2772500
Assessment and Monitoring Team	0191 2115845
Looked after Team	0191 2781688
Emergency Duty Team (Out of Hours)	0191 2787878
Children’s Safeguarding Standards Unit (Check those subject to a Child Protection Plan)	0191 2774636
Northumbria Police Child Protection Unit - Etal Lane Police Station	0191 2146555

## Appendix 2 – KCSIE 2024 updates

What are the key changes for 2024?

One positive development is that many updates ensure KCSIE aligns with the Working together to safeguard children 2023 guidance. These updates, which mostly amend definitions, terms and language, and link to new resources, reinforce information provided in previous guidance.

Revised definition of safeguarding:

The definition of 'safeguarding and promoting the welfare of children' now aligns with the updates in Working together to safeguard children 2023. The new definition includes early intervention, protection from harm, online and offline, and promoting the best outcomes for all children.

Key points are:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment at home, whether that's within or outside the home, including online.
- 

Early help

Early help has been broadened to include a wider range of concerns. The new listing now includes:

- Frequently go missing from education, home or care.
- Have experienced multiple suspensions or are at risk of permanent exclusion.
- Have a parent or carer in custody or are affected by parental offending.

Abuse, neglect and exploitation

A welcomed update is the inclusion of 'exploitation' in the statutory guidance. The headings now reflect the potential for abuse, neglect, and exploitation. The definition of abuse has expanded to highlight that witnessing the ill-treatment of others, such as domestic abuse, is harmful to children.

Terminology change – 'deliberately missing education'

The term 'deliberately missing education' has now been replaced with 'unexplainable and/or persistent absences from education'. This change acknowledges that children missing school may be at risk of harm and can serve as a warning sign for various safeguarding concerns.

Key points to remember:

- A paragraph has been included in the Data Protection Act 2018 and UK GDPR to comply with DPA/UK GDPR requirements.
- New text added to ensure schools understand that they're responsible for any pupil attending alternative provision.
- Holding and sharing information has been added for designated safeguarding leads.
- 

Still under review:

- Preventing radicalisation.
- Supporting children who are lesbian, gay, bisexual or questioning their gender.