



Temporary Covid-19 update on this policy
Please see Appendix at end

Child Protection & Safeguarding Policy

*To be read in conjunction with statutory guidance document
Keeping Children Safe in Education (2019)*



Date of review	Oct 2020	Review period	Annually
Date of next review	Oct 2021	Author	I Noble/L Pippin
Type of policy	Statutory	Approval	Governing Board

If you have any concerns regarding the safeguarding of a child or children, or in relation to the arrangements for protecting our children please contact our key safeguarding staff below:



**Mrs L Pippin – Head Teacher
Designated Safeguarding Lead**



**Mrs M Brown –KS4 Lead
Deputy Safeguarding Lead**



**Mrs L Davies –KS3 Lead
Deputy Safeguarding Lead**

Designated Governors for Child Protection	Miss E Weston
Learning and Development Adviser/ Safeguarding Children and Adults	Russ Saunders ☎ 0191 4246332
Integrated Safeguarding Intervention Team	☎ 0191 4245010
Integrated Safeguarding Intervention Team (OUT OF OFFICE HRS)	☎ 0191 4562093
Children's Standards Unit and LADO for Allegations Management	Hilary Bagley ☎ 0191 4246302
Designated Officer for Prevent	Graeme Littlewood ☎ 0191 4247935
Safeguarding Children Board Business Mgr. (Child Sexual Exploitation)	Jackie Nolan ☎ 0191 4246513
Safeguarding Children Board Business Support	Lynn Hodson ☎ 0191 4246512
Safeguarding Development Officer	Leah Collinson ☎ 0191 4244086

Introduction

Boldon School fully recognises the responsibility it has to have arrangements in place for safeguarding and promoting the welfare of children, ensuring all students are protected from any abuse or maltreatment.

“Safeguarding and promoting the welfare of children’s responsibility. Everyone who come into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should ensure their approach is self-centered. This means they should consider at all times, what is in the best interests of the child.”

“No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”

(Keeping children safe in education – September 2018)

Definitions

- Child means a person under the age of eighteen
- Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school
- Welfare is defined as health happiness prosperity and the wellbeing of a person.

Circumstances of Abuse

There are four main circumstances of abuse linked to child protection;

- Physical Abuse
- Emotional abuse
- Sexual Abuse
- Neglect

A much broader description on all these categories can be accessed via the government website link below for the “Keeping children safe in education September 2018 guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

There is a need to safeguard children at risk of sexual exploitation and in the case of PREVENT, at risk of radicalisation.

In addition, self harm is often an indicator of child abuse. If a member of staff is concerned that a child is self-harming, child protection procedures are followed. At Boldon School, self-harm is never viewed as attention seeking behaviour.

Also, all teachers have a duty to inform the named person for Safeguarding Children if they suspect that domestic violence is occurring within a family. Any domestic violence within a household should be viewed as an issue to refer to the Children and Families Social Care (Town Hall) Integrated safeguarding intervention team (ISIT).

There are four main elements to our policy:

- Prevention: through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.
- Procedures: for identifying and reporting cases, or suspected cases, of abuse.
- Support to Students: who may have been abused or may be vulnerable.
- Recruitment: preventing unsuitable people working with children and young people.

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors. Contact details may be obtained from Governor Support Services on 0191 4247727.

1. Prevention

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

1.2 The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse. Children will know who to turn to for help.
- Include, in the curriculum, material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- All staff have a responsibility to recognize all aspects of abuse and neglect. Further guidance to support staff on dealing with specific safeguarding issues can be accessed from the following Keeping Children Safe in Education 2018 information:

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Additional advice & support

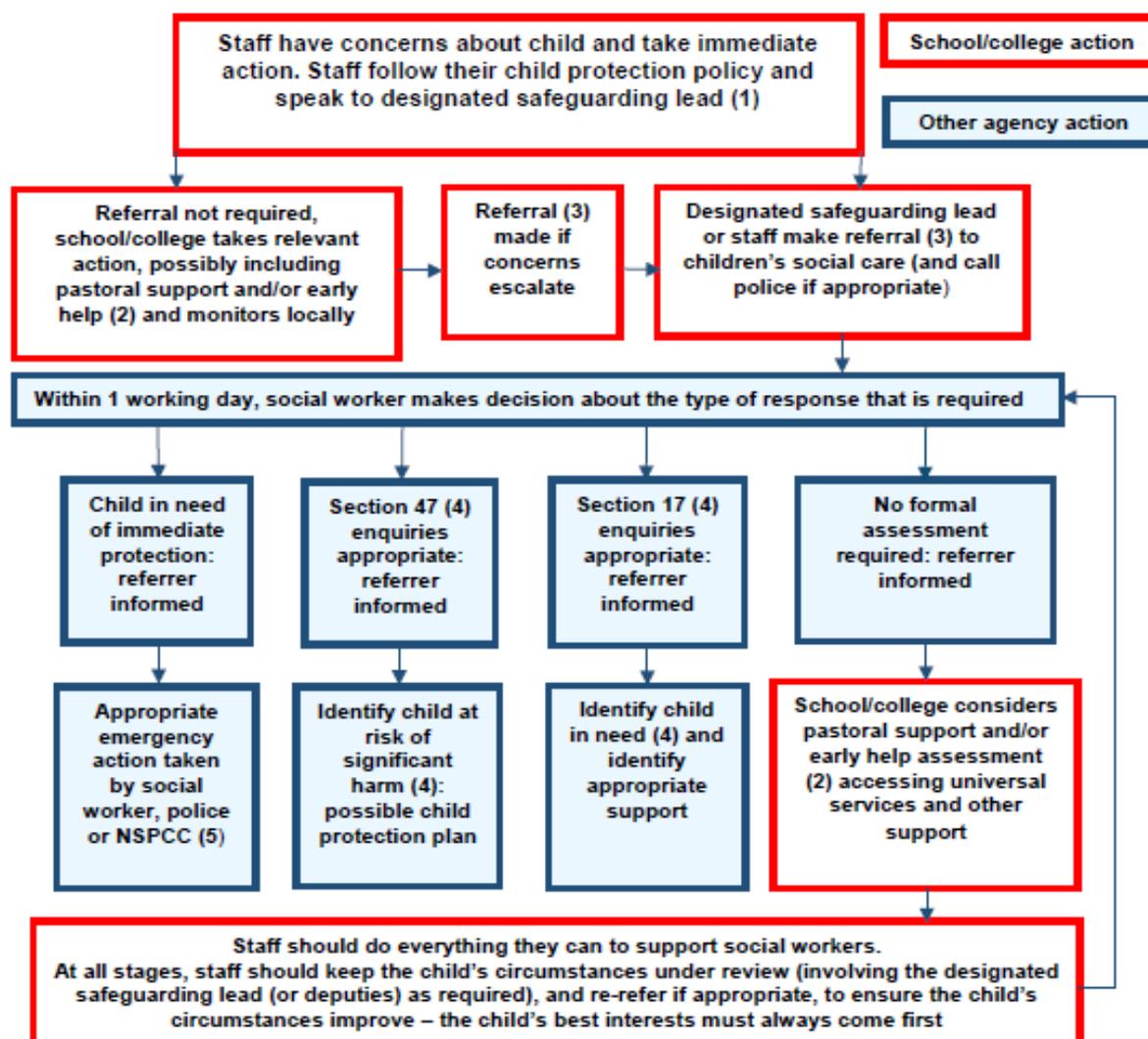
To be directed to the government website information press CTRL + Click on the relevant title

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK

“Honour Based Violence” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

2. Procedures:

2.1(I)

Actions where there are concerns about a child*From KCSIE 2018 page 12***Actions where there are concerns about a child**

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

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

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

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

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

The designated lead or deputy leads must be informed by a member of staff immediately in the following circumstances:

- Evidence of a child being harmed/at harm
- Suspicion of a child at risk of being harmed

The designated lead or deputy will keep a record of the concern and make a referral to the contact referral team, the lead teacher will be informed (see appendices 1 & 2).

2.1(II) Procedures for reporting pornography in school

If a member of staff comes across pornography, that member of staff does not investigate but confiscates and reports it to the designated teacher for Safeguarding Children or the Head Teacher.

If material that causes concern is innocently accessed (pornographic sites are often found to be disguised as an innocent site) it is reported to Internet Watch Foundation, www.iwf.org.uk

If a member of staff does not know how the pornography has been brought into school, that member of staff reports it to the designated teacher. If it is believed that another member of staff has brought the pornography into the school it must be reported to the designated teacher.

If a student is found deliberately accessing pornography at school it is to be referred to the designated teacher/Head Teacher for appropriate action.

2.1(III) Complaints/allegations against a member of staff or child

Any safeguarding complaint involving a member of staff must be immediately reported to the Head Teacher, or in his absence, Mrs L Pippin, Designated Safeguarding Lead. If the complaint involves the Head Teacher Mrs Pippin will be informed. The Chair of Governors will also be notified of the complaint.

The DSL will contact the Local Authority Designated Officer immediately to discuss the allegation and the next steps. If appropriate, a multi-agency strategy meeting will be arranged with the LADO and DSL of the school. A report will be produced and followed until the matter is resolved.

2.2 Record Keeping

The school keeps clear written records of concerns about children, all records are kept with the designated teacher. They are safely locked in a filing cabinet.

Where staff feel that there is cause for concern about any student, but that it is not appropriate to refer to Social Services, the 'Cause for Concern' form (Appendix 1) can be obtained from the staffroom, the main office, the safeguarding leader, deputy safeguarding lead and the pastoral office. These are to be completed and a copy given to the relevant Director of Learning and the designated safeguarding leader.

All records are dated and initialled. They are factual and based on observation but do not include interpretations or recommendations. Staff record everything they have seen and heard together with where and when this happened and if anyone else was present.

Close investigation of safeguarding children issues is carried out by the school and Local Safeguarding Children team. School staff do not ask students to make written statements or get involved in detailed discussion.

2.3 After a disclosure, or where there is suspicion of abuse, we follow the Local Safeguarding Children's Board procedures. "What To Do If You Are Worried A Child Is Being Abused" is also a good document (DFE-00124-2015).

Before making a referral advice can be sought from:

- the Children and Families Social Care Manager
- the safeguarding lead at Boldon
- Integrated safeguarding and intervention team.

The LA Referral form can be found at Appendix 2

Informal consultation between agencies is encouraged but in all cases, a check on the Child Protection Register is made. If the child or family are named in the consultation, it is carried out with the consent of parents, unless seeking such consent would put the child at further risk.

All new referrals are made to the Integrated safeguarding intervention team via the teams referral form. If there is an immediate risk this is done in person or by telephone and followed up in writing on the official form (blank copies of the form are kept in the school office) and on line.

Movement of Children and Families (South Tyneside Safeguarding Children Board Procedures)

At any stage in the process of working with children and their families, the parents and/or the child/children may move from one household to another, with a change of address possibly to another local authority area.

The move may be planned and relevant information shared in advance with the professionals and workers involved with the family and child/children.

In some circumstances, however, the move may take place in haste and as an attempt to avoid the involvement of professionals and agencies. In such circumstances, the agencies involved must assess the impact of the change in circumstances on the child/children.

Where children move to a new address - either within the same local authority area or to a new area – and there are concerns about the welfare of the children such that it is considered that a Section 47 Enquiry is required, the local authority for the last known address must make every effort to locate the children and complete the s 47 enquiry.

Professionals in all agencies should be alert to the possibility that a child or family who has moved may not be in receipt of universal services. Professionals should engage with the family in order to link them into local universal services, e.g:

- Seeking information about the child / family (full names, dates of birth, previous address, GP's name, if attending any school, name of the Health Visitor etc);

For this purpose, professionals should:

- Ensure that all forenames and surnames used by the family are provided, and clarification is obtained about the correct spelling;
- Ensure that accurate dates and places of birth are obtained for all household members, wherever possible;
- Obtain the previous full addresses, and earlier addresses within the last two years;
- Clarify relationships between the child and other household members, if possible with documentary evidence;
- Ask the child / family with which statutory or voluntary organisations they are in contact.
- Providing information about relevant services;
- Following up to ensure that the family has managed to make contact and register with a local GP, Health Visitor, school and other relevant services to which the child is entitled;
- Engaging appropriately with relevant agencies regarding any concerns that emerge.

The child's move may be temporary or permanent. If the parent is not prepared to give information or take advice, the receiving authority should assume the move is permanent and act accordingly.

Further information available via the South Tyneside Safeguarding Children Board below:

<https://www.proceduresonline.com/nesubregion/>

The Designated Teacher

The school ensures that it has a designated senior member of staff for safeguarding children issues. The member of staff is Mrs L Pippin. (Training for Mrs Pippin will be updated at least every 2 years).

In the absence of the designated teacher, Mrs M Brown or Mrs L Davies will deal with safeguarding children issues.

The designated member of staff takes advice from a safeguarding children specialist when managing complex cases.

Looked After Children

The designated teacher for Looked after Children is Mrs L Pippin, Assistant Head Teacher.

The following links provide information on the “Virtual School and Educating Looked after Children” and The Project for Looked after Children’s Education” – The PLACE:

<https://www.southtyneside.gov.uk/article/53918/The-virtual-school-and-educating-our-looked-after-children>

<https://www.southtyneside.gov.uk/article/53919/The-Project-for-Looked-After-Children-s-Education-The-PLACE>

2.4 Boldon School will ensure every member of staff and every governor knows:

- The name of the designated person and her/his role.
- That they have an individual responsibility for referring safeguarding children concerns using the proper channels, and within the timescales set out in the STSCB procedures
- Where the Education Child Protection Procedures and any other related guidance are to be found. (At Boldon School everyone has a copy of this policy and procedures booklets are in the staff room and all DOLs have a copy. It is also on the school web-site).

Boldon School will also ensure that parents have an understanding of the responsibility placed on the school and staff for child protection. This policy is also displayed on the school website for parents and students.

Students are also given information through Child Protection Awareness Raising assemblies.

2.5 Boldon School will provide training for all staff from the point of their induction, and this will be updated every year, so that they know:

- Their personal responsibility;
- The Local Safeguarding Children’s Board procedures;
- The need to be vigilant in identifying cases of abuse;
- How to support and to respond to a child who tells of abuse.

The latest whole school training of teaching and non teaching staff took place in September 2018.

2.6 Boldon School will notify the ISIT team if:

- We have to exclude a student on a child protection plan (whether fixed term or permanently)

2.7 Boldon School will notify the ISIT immediately if:

- There is an unexplained absence of a student on the child protection register of more than two days duration from school (or one day following a weekend); (or as agreed as part of any safeguarding children or core group plan).

2.8 Boldon School will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding children matters, including attendance at and providing written reports for initial case conferences, core groups and safeguarding children review conferences.

If the Director of Learning or designated teacher is concerned about a lengthy delay in dealing with referrals or in setting up a core group the lead professional is contacted.

2.9 Boldon School will ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner.

3. Supporting the Student at Risk:

3.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

3.2 Boldon School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

3.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

3.4 The school will endeavour to support the student through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos which (i) promotes a positive, supportive and secure environment (ii) gives students a sense of being valued.
- The school's behaviour policy which is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the student's sense of self worth. The school will endeavour to ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the student such as Social Care & Health, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and TaMHS.
- A commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so.
- Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
- Vigilantly monitoring children's welfare, keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- Transferring information to the new school when students on the child protection register

leave.

4. Causes for Concern

4.1 For perhaps the majority of children giving cause for concern their predicament may not have reached the stage of formal safeguarding procedures. Their condition may be as a result of neglectful, incompetent or inconsistent parenting. They may be underfed but not malnourished; they may be clothed inappropriately or scantily, in ill-fitting or unwashed clothes; their personal hygiene may have been overlooked; their conversational and social skills underdeveloped and their learning hampered by a lack of parental aspiration and resources at home.

4.2 Concern for students' well-being and safety should not be compromised by any perceived ideological, cultural issues or practices: underage marriage, forced marriage, Female Genital Mutilation, excessive corporal punishment, extremism and radicalisation are all forms of child abuse. Special effort and care should be given to develop trust with students potentially facing these risks.

5. Prevention of Terrorism and Radicalisation – the Prevent Strategy

5.1 Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Preventing people becoming terrorists or supporting terrorism also requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. In carrying out this duty, the specified authorities must have regard to guidance issued by the Secretary of State. As part of their broad and balanced curriculum, schools and academies are required to promote community cohesion, including an explicit requirement to promote fundamental British values as part of a broader requirement to promote the spiritual, moral, social and cultural development of students.

5.2 Schools' duty of care to their students and staff includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools are safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

5.3 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

5.4 Behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

- Spending time in the company of suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.

- Increase in prejudice-related incidents committed by that person including:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

5.5 The Head Teacher will deal swiftly with any referrals made by staff or with concerns reported by staff. The Head Teacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

5.6 All radicalised or extremist behaviours and such incidents are reported to the South Tyneside Community Safety Team.

For information and advice: Contact: Graeme Littlewood

Telephone: 0191 4247935

Email: graeme.littlewood@southtyneside.gov.uk

6 Child Sexual Exploitation (CSE)

All staff have received training in respect of CSE and recognise that this is a form of abuse. CSE involves the manipulation and / or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.

Behaviours which may indicate a child is at risk of CES include:

- Regularly coming home late or going missing
- Overt sexualised dress
- Sexualised risk taking including on the internet
- Unaccounted for monies or goods
- Associating with unknown adults or other sexually exploited children
- Reduced contact with family/friends
- Sexually transmitted infections
- Experimenting with drugs/alcohol
- Mood swings or change in emotional wellbeing including poor self image, eating disorder, self harm
- Regularly missing from school
- Using nick names of people not associated with the school
- Young people appearing with unexplained gifts
- Older boyfriends/girlfriends

6.1 Child on Child Sexual Violence and Sexual Harassment (Peer on Peer Abuse)

Any reported issue of Child on Child SV & SH must be reported to the safeguarding officer immediately.

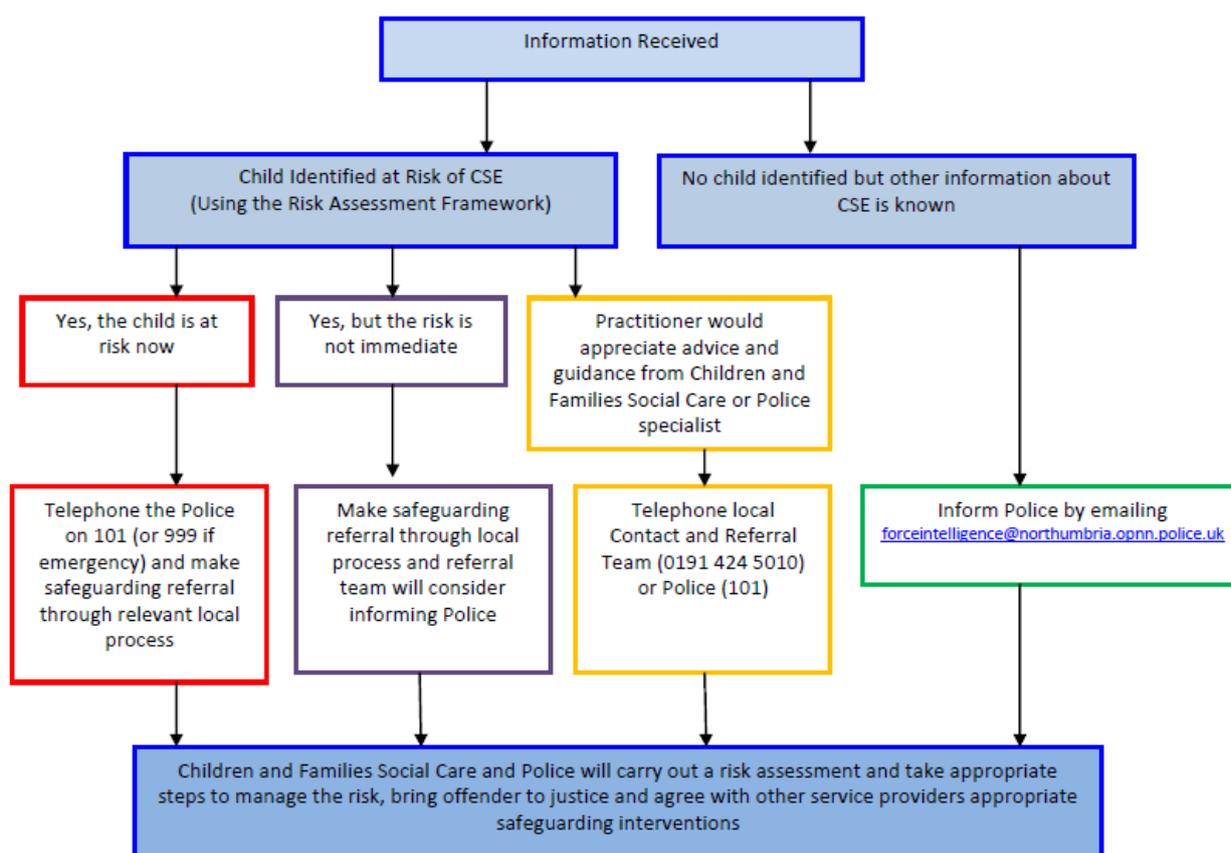
Following a report from the victim the safeguarding lead will decide on one of 4 actions:

1. Manage internally
2. Early Help support
3. Referral to ISIT team, Social Services
4. Report to Police

The school will continue to support the victim with internal and external counselling and guidance.

For full guidance on Child on Child SV & SH please refer to KCSIN 2018.

School will follow the child sexual exploitation information sharing process:



7. Preventing Unsuitable People from Working with Children:

- 7.1 The school will operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken as specified in part 3 of the KCSIE publication 2018: Preventing Unsuitable People from Working with Children and Young People in the Education Service. Mrs L Pippin, Assistant Head Teacher, Mr I Noble, Head Teacher, Mrs A Ayre, Assistant Head Teacher, Mr

D Fairclough, Assistant Head Teacher, Mr S Welsh, Assistant Head Teacher and Mrs E Miller, Administration Leader have all attended the Safer Recruitment Workshops.

- 7.2 The school will consult with the designated LA Officer for Safeguarding Children in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Education Child Protection Procedures, Local Safeguarding Children’s Board procedures and the school’s policy document B9. If the allegations concern the Head Teacher then governors will be informed.

Contact details for LADO are:

Hilary Bagley – Tele: 0191 4246302.

- 7.3 The school will ensure that any disciplinary proceedings against staff relating to safeguarding children matters are concluded in full, even when the member of staff is no longer employed at the school, and that notification of any concerns is made to the relevant authorities and professional bodies, and included in references where applicable.
- 7.4 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised by the Local Authority’s Code of Conduct.
- 7.5 The school will ensure that staff and volunteers are aware that sexual relationships with any students could result in legal proceedings taken against them, under the Sexual Offences Act 2003 (Abuse of position of trust).

8. Other Relevant Policies to be read in conjunction with the Child Protection Policy:

8.1 Physical Intervention

- The use of “reasonable force” is outlined in our Behaviour policy. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times this must be the minimal force necessary to prevent injury to another person.
- We understand that physical intervention of a nature that causes injury or distress to a child, may be considered under Safeguarding Children or disciplinary procedures.

8.2 Bullying

Our policy on bullying is set out in a separate document and is reviewed regularly by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under Safeguarding Children procedures.

8.3 Racist Incidents

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures, for both perpetrator and victim.

8.4 Health & Safety

Our Health & Safety policy is set out in a separate document and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children, both within the school environment, and away from the school when undertaking school trips and visits.

8.5 Use of the Internet

This policy should be read in conjunction with the school E-Safety policy.

8.6 Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with learning difficulties, disabilities, sensory impairment, and/or emotional and behaviour problems are particularly sensitive to signs of abuse. Particular attention is paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills.

8.7 Confidentiality and information sharing

- Staff will ensure confidentiality protocols are adhered to, and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- The Head Teacher or Designated Teacher will disclose any information about a student to other members of staff strictly on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

9. Governing Body Safeguarding Children Responsibilities:

The governing body is accountable for ensuring that Boldon School has effective policies and procedures in place, in accordance with DfE Keeping Children Safe in Education 2018 guidance, and for monitoring the school's compliance with the guidance.

9.1 The governing body ensures that the school:

- Has a Safeguarding Children policy and procedures in place that are in accordance with LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- Operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Disclosure Barring checks.
- Follows the procedures as laid down by the Local Safeguarding Children's Board and the LA for dealing with allegations of abuse against members of staff and volunteers.
- Has a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding children issues, providing advice and support to other staff, liaising with the LA, and working with other agencies.
- In addition to basic safeguarding children training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children's Board; that person also has refresher training at 2 yearly intervals to

keep his/her knowledge and skills up to date.

- The governing body ensures that the Head Teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively. (This is kept up to date by refresher training at 2 yearly intervals). The governors also ensure that temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding children and their responsibilities.
- The governing body also remedies any deficiencies or weaknesses in regard to safeguarding children arrangements that are brought to its attention. This must be done without delay.
- The nominated governors for safeguarding children are Mrs Emma Weston and Mrs Debbie Ainscow who are responsible for liaising with the LA and/or partner agencies, as appropriate in the event of an allegation of abuse being made against the Head Teacher.
- The governing body reviews its policies and procedures annually and provides information to the LA about them, and about how the above duties have been discharged.
- The governing body ensures that the school's arrangements for safeguarding children, as written in this policy, apply to before and after school activities which are directly under the supervision or management of school staff.

- 9.2 Where services or activities are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and for child protection, and that there are arrangements to liaise with the school on these matters where appropriate.

This is particularly important with regard to work placements. The DfE advice is followed, that is, police checks are not a requirement for short-term work experience placements (i.e. up to 15 days). However, where the placement is long term, then the person in the work place specifically designated to have responsibility for looking after, supervising, or directing the training of the young person, should be vetted and subject to a DBS check. That person should also be given basic Safeguarding Children training to be aware of their responsibilities in accordance with "What to do if you are worried a child is being abused". They should be given details of a person to contact in the event that there are concerns about a child for whom they are responsible.

The children who are placed in these settings should also be given clear advice about who to contact if they are worried or uncomfortable about their surroundings, or if they suffer abuse.

If any safeguarding children issues are raised, normal procedures will be adopted. Mrs K Longstaff who arranges, vets and monitors work placements has had basic training in safeguarding children.

- 9.3 The designated teacher for Safeguarding Children will briefly report to the governing body on a termly basis. Individual student names will not be disclosed.

Consultation

Consultation regarding this policy has taken place with the staff of Boldon School. The policy is also displayed on the school website and parents are invited to liaise with the school about the policy.

NOTE – The Facilities Management on site is MITIE and they have their own Child Protection policy in place which can be provided if required.

Safeguarding Alert Procedure

Scope of this procedure

This procedure relates to the identification of a safeguarding / child protection concern by a school. The concern may take place at the school or elsewhere in the community.

This procedure only applies to safeguarding / child protection concerns which could reasonably be assumed to apply to children attending schools other than that which has identified the incident or concern. That is to say that the nature of the concern means that children attending 'other' schools may be at risk and alerting other schools is necessary to help manage the risk posed.

Nothing in this procedure alters existing procedures for reporting child protection concerns.

1. On identifying or learning about an actual or potential safeguarding / child protection concern that falls within the scope of this procedure the school must ensure all necessary action is taken in line with their safeguarding / child protection procedures to ensure the safety of children within their school. This includes informing the designated teacher for child protection and / or the head teacher, police and local authority as appropriate.
2. The relevant school must then notify Initial Safe Integrated Referral Team, Town Hall, 0191 4245010 and follow agreed procedures as set down in the Local Safeguarding Board Procedures

For information on future training please see the LSCB/ SAB (Training programme from April 2018 – March 2019 – 2019 /20 will be issued by January 2019) training programme or contact Russ Saunders, 0191 424 6332
email: russ.saunders@southtyneside.gov.uk



Print on pink

Cause for Concern Form

Child's Name :				
Child's DOB :				
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion:	Key Group:
Date and time of concern :				
Your account of the concern : (what was said, observed, reported and by whom)				
Additional information : (your opinion, context of concern/disclosure)				

Your response : (what did you do/say following the concern)	
Your name :	Your signature :
Your position in school :	Date and time of this recording :
Action and response of DSL	
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this? When was the information shared?
Name: Date:	

When completed this form must be returned to Mrs L Pippin in the first instance or Mrs M Brown or Mrs L Davies.



South Tyneside Council

REFERRAL FORM FOR CHILDREN AND FAMILIES SOCIAL CARE - SOUTH TYNESIDE COUNCIL

Consent:

Has verbal parental consent to this referral been obtained? YES NO

By consenting to this, are parents aware that information will be shared with other professionals and stored about them and their child? YES NO

If parental consent has not been obtained, are the parents aware of the referral? YES NO

Is the child aware that the referral has been made? YES NO

Do parents want help and support from Children's Social Care? YES NO

If *no* - please state reason below (please note that parental consent for this referral should always be sought, unless there is immediate risk of harm to the child or to gain consent would place the child at risk of harm)

Reason:

The Child:

Name

DoB or EDD

Address (If unborn – Mother’s address)

Does the child have a disability? YES NO

Child's first language

Is an interpreter needed? YES NO

Child's Ethnicity

(African; Bangladeshi; Caribbean; Chinese; Gypsy/Roma; Indian; Other Asian; Other Black; Other Mixed; Other White; Pakistani; Traveller of Irish Heritage; White and Asian; White and Black Caribbean; White British; White Irish)

Child's Religion

(Agnostic; Atheist; Baptist; Born Again Christian; Buddhist; Christian Scientist; Church of England; Church of Ireland; Church of Scotland; Confucian; Evangelical/Pentecostal; Greek Orthodox; Hindu; Islam; Jehova's Witness; Jewish; Methodist; Mormon; Muslim; No Religion; Pagan; Presbyterian; Quaker; Rastafarian; Refused; Roman Catholic; Salvationist; Seven Day Adventist; Sikh)

Are there other children living in the household? YES NO

Name (inc address, if different)	DoB	School	Also subject to this referral? (yes / no)

Your details, as the referrer:

Name and Job Title
 Organisation/Agency you work for
 Address
 Telephone Number
 Secure Email Address

Prior to making this referral, have you completed an Early Help Assessment (CAF)? YES NO
 (this should not prevent the referral being made, where a child is considered to be 'at risk')

If *no* - please state reason

Reason:

Date Early Help Assessment completed
 Dates of multi-agency CAF meetings.....
 Summary of the work of the multi-agency team / support offered / progress made:

Has a copy of the assessment been sent to the CAAT Team? YES NO

Which other services are involved in supporting this family?

Service	Details (Name and Address)	Telephone Number
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Child's School or Nursery		
Early Years (Children's Centre)		
GP		
Health Visitor / School Nurse		
Other Services for Children (please specify)		
Services for Adults (may include domestic abuse / alcohol or drug services / housing / anti-social behaviour team / mental health services)		

Please provide full details of the parents...

Parent / Carer Name

Date of Birth

Do they have Parental Responsibility? YES NO

Address

Telephone Number

Parent / Carer Name

Date of Birth

Do they have Parental Responsibility? YES NO

Address.....

Telephone Number

Are there other significant adults living in the household? YES NO

Name	Relationship to child

Who are the other significant adults in the child's life?

(eg grandparents / aunts / uncles)

Name	Address and Contact Number	Relationship to the child

What are your concerns of the child / young person?

(be specific – what have you seen / heard / been told / when did you last see the child / parents?)

What is your assessment of this child and their family?

(Include ability of parents to provide basic care / clothing / food / emotional warmth and stimulation / attend appointments. What are home conditions like? Are there concerns relating to the child's behaviour? If so, be specific)

Detail any specific issues that may impact on parenting ability

(eg mental health, substance misuse, learning disability, domestic abuse etc)

What works well in the family? What are the strengths?

What support are you offering the family currently? What is your involvement with the family?

Parents views regarding the referral?

Child's views regarding the referral?

Are there any risks to staff in visiting this family?

(Be specific about known events - with dates and those involved)

Expected outcomes from referrer?

(What do you think will make things better / safe for the child?)

Early Help

Consent for Early Help Outreach Support

This form is to be completed when requesting the support of an Outreach Worker from the 5-19 years Early Help Team. Once the referral has been submitted, a manager from the Early Help Team will contact the family and allocate a worker.

Next steps for requesting outreach support:

- Ensure family are aware that you are requesting Outreach Support
- Complete the form below
- Ensure the consent is signed by the parent/carer (forms without signatures will be returned)
- Submit the Outreach Support Request Form to EHAT@southtyneside.gov.uk

Primary family address		Phone number of parent / primary carer	
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Details of children

Last name	First name	Relationship to subject	M/F	Date of birth or expected date of delivery	Language / Ethnicity	Religion	Disabilities / Special Educational Needs

Details of parents, carers and any significant others (i.e. adults living within the household e.g. mothers partner)

Last name	First name	Relationship to subject	M/F	Parent/ Carer? (Yes/No)	Date of Birth	Language / Ethnicity	National Insurance number*

Any other family info (i.e. if one of the above live in an alternative address)

* The National Insurance Number will allow for checks to be made for family's eligibility for the free 2 year old nursery education offer, early years pupil premium, pupil premium and for free school meals.

Is the family open to any other intervention / plans managed by other agencies (e.g. educational health and care plan)? If so list below:

Name	Agency	Position	Contact number	Contact email
------	--------	----------	----------------	---------------

Reason for Early Help Outreach Support Request (please include as much detail as possible)

-
-
-
-

Consent

To be obtained from a parent/carer before submission of registration and a whole family assessment is completed

Your consent is required so that:

- you and your family can access support from the Early Help service
- information can be exchanged between agencies to ensure you and your family receive the right level of support from specialist services*
- checks can be carried out to assess whether you and your family are eligible for funding and support (such as benefits and grants)
- that staff can deliver services safely

**Information will only be shared on a need to know basis. Early Help is one of the ways in which we deliver the Troubled Families programme in South Tyneside. A comprehensive list of the services and organisations with which we may share your information is available on our website: search for Privacy Notices or visit <https://www.southtyneside.gov.uk/article/38632/Privacy-Notices>*

Are there any agencies you do not want us to share information with?	Yes		No	
--	-----	--	----	--

List agencies below (we have legal duty to share information where there is risk of harm)

--

Parent / Carer: By signing you consent to the above statement on behalf of yourself and your family

Parent / Carers Signature	Print Name	Date

Referrer details

Print Name and Agency	Contact Number	Date

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Safeguarding



The Department for Education (DfE) has published statutory guidance on safeguarding, Keeping Children Safe in Education September 2020.

Page 4 explains that all school staff must read part 1 of the guidance, as a minimum. Part 1 outlines what school staff should know and do in relation to safeguarding.

Part 1 of the guidance and also the full guide is on the Staff homepage of SharePoint under “Keeping Children Safe in Education”. Could you please read Part 1 as a minimum and also the school’s Child Protection Policy and sign below to confirm you have read and understood the contents.

Thank you

Mrs L Pippin – Designated Safeguarding Lead

Please return this slip to the Head Teachers’ PA in the main office.

Signed:

Name: (Please print)

Position within school:

Covid-19 Appendix

Safeguarding during the Coronavirus (COVID-19) Outbreak.

This appendix has been created in line with the DfE’s ‘Coronavirus (COVID-19): safeguarding in schools, colleges and other providers’ guidance

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

1. Key definitions

1.1 For the purpose of this policy, the following definitions will be utilised:

- Education hub: a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area.
- Children of critical workers: children of parents who work in the following industries:
 - Health and social care, e.g. doctors and nurses
 - Education and childcare, e.g. teachers and DSLs
 - Local and national government, e.g. administrative occupations
 - Food and essential goods retail, e.g. supermarket workers and grocers
 - Public safety and national security, e.g. police and ministry of defence workers
 - Transport, e.g. freight transport workers and train drivers
 - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- Vulnerable children: those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

The role of the DSL and their deputies

1.2 In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its pupils – this approach is led by the DSL.

1.3 As more pupils return to school, the school makes it a priority to have a trained DSL or their deputy on site. Where possible, this will be the school’s DSL or deputy; however, where absence or illness makes this unfeasible, the school will consider the following two options:

- The school’s DSL or deputy will be made available via telephone or online communication.
- The school will reach out to other schools and they will share a trained DSL or deputy where possible either in person or on video or voice call.

- 1.4 Where a DSL is unavailable on site, a member of the SLT will take responsibility for coordinating safeguarding within the school. Their role will include:
- Updating and managing access to child protection files.
 - Liaising with the offsite DSL or deputy.
 - Liaising with children's social care services where required.
- 1.5 During phased reopening, the DSL and their deputy are responsible for:
- Sharing their time and resources with other schools, where necessary.
 - Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
 - Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
 - Working with the LA to protect vulnerable children.
 - Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils who are not yet returning to school and their families.
 - Ensuring staff are aware of reporting channels for safeguarding concerns.
 - Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
 - Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
 - Providing all volunteers and volunteer staff with copies of this policy.
 - Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work.
 - Sharing their contact information with the school community.
 - Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.
- 1.6 The DSL will report back to the governing board on all relevant safeguarding concerns.
- 1.7 The DSL will work with the local safeguarding partners to ensure pupils remain safe during phased reopening.
- 1.8 All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

2. Attendance

- 2.1 The school will resume its regular attendance register to record attendance during phased reopening.
- 2.2 The school will record and investigate any absences where it expected a child to attend school and did not or where parents have arranged care for their child who subsequently did not attend. Where relevant, the school will report to social workers any pupil absence.

- 2.3 The school will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

Staff training and safeguarding induction

- 2.4 The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- 2.5 The DSL and Head teacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children.
- 2.6 Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- 2.7 The DSL and Head teacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.
- 2.8 The DSL and Head teacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.
- 2.9 The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.
- 2.10 New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.
- 2.11 Anyone who has not undergone suitable DBS checks will not be left unattended with pupils.
Existing staff who have not worked in regulated activity during partial school closure will not require a new DBS check; however, the school will carry out a check on anyone who causes a concern.
- 2.12 All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.
- 2.13 The school will report anyone to the TRA who they consider a safeguarding risk by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.
- 2.14 Where required, the school will have a rotary system which allows the Head teacher to be aware of who will be in school at any one given time.
- 2.15 The school will ensure the SCR is kept up-to-date in line with KCSIE.
3. Online safety and security
- 3.1 The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems.

- 3.2 All online programmes used will be checked by the school's DPO and DSL to ensure they are reputable and GDPR compliant.
- 3.3 The ICT technician will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.
- 3.4 Any online queries which require the ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.
- 3.5 Where the ICT technician is unavailable, the school will seek the support of other ICT staff, either internally or from another school.
- 3.6 The DSL will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.
- 3.7 Pupils will report any suspicious online activity they encounter to the DSL or Head teacher. Staff will adhere to the Staff Code of Conduct at all times when delivering education online.
- 3.8 Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.
- 3.9 The school will collaborate with parents and carers to reinforce the importance of online safety and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- 3.10 Pupils are provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. ChildLine or the UK Safer Internet Centre.

4. Mental health and pastoral care

- 4.1 The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.
- 4.2 The Head teacher will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.
- 4.3 Pupils will be provided with different resources they can access to help them cope with their mental health, including ChildLine and other online services.
- 4.4 Face-to-face support will only be provided where two-metre social distancing can be adhered to.
- 4.5 The school will have due regard for the Social Emotional Mental Health (SEMH) Policy when identifying early signs of mental health issues in pupils.
- 4.6 Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.
- 4.7 Pastoral support will be offered to any family who requires it.
- 4.8 The school will help parents and pupils make a weekly plan or structure that includes time for education, playing and relaxing.

4.9 The school will consider one-to-one support for those who may benefit the most from it, e.g. for pupils with SEND.

5. Working from home

5.1 Teachers who remain working from home will plan lessons with the safety of pupils in mind – the school does not expect teachers to live stream or provide pre-recorded videos.

5.2 Staff working from home will find a quiet room with a neutral background to talk to pupils, parents or carers via video.

5.3 Parents are provided with the contact details of the DSL so they can report any concerns they have.

When communicating online, staff will:

- Communicate within school hours as much as possible.
- Communicate through the school channels approved by the SLT.
- Use school email accounts over personal accounts wherever possible.
- Use school devices over personal devices wherever possible.
- Not share personal information.

6. Peer-on-peer abuse

6.1 Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.

6.2 Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.

6.3 Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. ChildLine.

6.4 The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.

6.5 Individuals will be given a copy of the school's Complaint Policy to assist them with the appeals process.

6.6 Communications will be made online or by telephone unless face-to-face contact is unavoidable.

7. Pupils moving schools

7.1 Where school pupils are attending another setting, the school will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information.

7.2 The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan and know who the child's social worker (and, for LAC, who the responsible virtual school head is).

8. Monitoring and review

- 8.1 The DSL is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.
- 8.2 Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.