



Longbenton HIGH SCHOOL

Child Protection Policy

RESPONSIBILITY:	Assistant Headteacher Pastoral
IMPACT ASSESSMENT:	Internal
GOVERNING COMMITTEE:	Staffing Sub-Committee
REVIEWED:	January 2016
RATIFIED:	January 2016
WEBSITE:	Yes

CONTENTS

INTRODUCTION.....	2
GOVERNING BODY – CHILD PROTECTION RESPONSIBILITIES	3 - 4
STAFF – CHILD PROTECTION RESPONSIBILITIES	5 - 12
• PREVENTING	
• PROCEDURES	
• SUPPORT TO STUDENTS	
• PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN	
APPENDICES.....	13 - 26
• DOCUMENT A: CHILD PROTECTION PROCESS	
• DOCUMENT B: KEY CONCEPTS AND DEFINITIONS	
• DOCUMENT C: SPECIFIC SAFEGUARDING ADVICE	
• DOCUMENT D: GUIDANCE FOR STAFF ON RECEIVING A DISCLOSURE	
• DOCUMENT E: LINKS TO OTHER PROCEDURES IN SCHOOL	
• DOCUMENT F: STANDARDS FOR EFFECTIVE CHILD PROTECTION	
• DOCUMENT G: REFERENCES AND USEFUL SOURCES OF INFORMATION AND ADVICE	

INTRODUCTION

It is imperative that the School fully recognises the responsibility that we have regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:

Section 175 of the **Education Act 2002** states;

- a local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- schools and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their students.
- the governing body of a maintained school¹ shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school
- an authority or body ...shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child² protection responsibilities clear and places an obligation on schools to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in **Working Together (2015)** as:

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

In addition,

Keeping Children Safe in Education (July 2015) outlines:

Everyone who comes in to contact with children and their families has a role, to play in safeguarding children. School and school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

¹ Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school. The Education Act 2002 does not specifically refer to Academies; however this duty is equally placed onto Academies by subsequent updated legislation.

² Child means a person under the age of eighteen.

GOVERNING BODY - CHILD PROTECTION RESPONSIBILITIES

The governing body fully recognises its responsibilities with regard to ensuring that child protection, safeguarding and promoting the welfare of children are paramount in how the school operates and are embedded within the schools operating practices and culture.

The governing body ensure that the following procedures are in place in accordance with Working Together to Safeguard Children (July 2015), Keeping Children Safe in Education (July 2015), Local Authority (LA) guidance and locally agreed inter-agency safeguarding procedures.

The governing body will ensure that:

- An effective Child Protection Policy is in place in school and it is reviewed not less than every 12 months and that all staff and volunteers have access to, understand, know its location and are clear on how it relates to them in their role in school and how it relates child protection practices which operate in school;
- ALL have received a relevant and appropriate induction that includes child protection arrangements;
- An effective Whistle Blowing Policy is in place that ALL have access to, understand, know its location, are clear on how it relates to their role in school and how it relates to the child protection policy and operating practices which are in place in school;
- The child protection policy is made available to parents who request it and a copy of placed on the schools website;
- We have in place a code of conduct/adult behaviour policy and that ALL understand how it relates to their role in school;
- Safer Working Practices guidance (July 2015) and Keeping Children Safe in Education (July 2015) information for all existing staff and is issued to all staff and volunteers on induction to the school;
- The school operate Safe Recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children;
- As part of the schools Safe Recruitment practices all job descriptions and person specifications include an appropriate and relevant child protection responsibility;
- We have in place a policy which ensures that ALL are subject to relevant and appropriate DBS checks for the role that they are undertaking within school;
- We have in place a Handbook for employees which clearly documents all of the relevant policies and practices that operate within school and that employees need to be aware of;

- We have in place a Handbook for volunteers which clearly documents all of the relevant policies and practices that operate within school and which volunteers should be aware of in relation to child protection and safeguarding;
- We have in place a visitors' signing in protocol which includes child protection and wider safeguarding arrangements;
- We have in place a policy which ensures that all volunteers and governors undertake a DBS check before they are appointed into school and that these checks are subject to an Annual Update/Reminder Programme;
- We have in place all appropriate guidance, locally agreed inter-agency procedures and Keeping Children Safe in Education (July 2015), which relate to dealing with allegations of harm/abuse against children/young people;
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues; providing advice and support to other staff, liaising with and working with other agencies;
- The Designated Person(s) undertakes training in inter-agency working, plus refresher training at two yearly intervals;
- All other staff who work with children undertake training and refresher training on induction and every three years;
- The governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;
- A member of the governing body (usually the chair) is nominated to be the lead governor for safeguarding and responsible for liaising with the LADO and partner agencies as appropriate in the event of allegations of abuse being made against the head teacher;
- Policies and procedures operating in school are reviewed /updated annually (*). An updated copy should be provided to the LADO on an annual basis. Additionally where the school choose to adopt a non-recommended LA policy they should provide a copy to the LADO.

(*or as and when safeguarding arrangements necessitate the need for a review).

This policy was ratified on _____ and will be reviewed on _____

Signed by Headteacher: _____

Signed by Chair of Governors: _____

STAFF - CHILD PROTECTION RESPONSIBILITIES

There are four main elements to our responsibilities:

1. **PREVENTION** through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.
 2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
 3. **SUPPORT TO STUDENTS** who may have been harmed/abused.
- PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN** including staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

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

- know everyone as an individual
 - provide a secure and caring environment
- so that every student can:
- learn in safety
 - develop his/her full potential, and
 - feel positive about him/herself as an individual.

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

<u>Adults</u>	<u>Children/Young People</u>
<ul style="list-style-type: none"> • provide with induction relevant information on child protection practices and procedures • provide induction training that is structured to ensure that all new staff, agency workers and volunteers (including Governors) can attend appropriate child protection training as soon as reasonably possible after their appointment. • provide child protection training in school every three (3) years for all staff; • provide child protection training in school every two (2) years for the child protection Designated Person(s); 	<ul style="list-style-type: none"> • ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty; • establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to; • encourage and reinforce essential skills for every child/young person such as self-esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life; • include activities and opportunities in the curriculum which equip children/young people with the skills

	they need to stay safe from harm/abuse and to know to whom to turn for help. *
--	--

** In consultation with governors, we will consider whether and if so, how school includes appropriate information in the curriculum about various types of potential abuse and the extent to which teaching should be more directly concerned with warning children of the risks of child abuse, including sexual abuse and specific safeguarding issues (see Appendix C) and with helping children protect themselves.*

1. PROCEDURES

In school we follow the procedures set out in interagency procedures produced by [North Tyneside's Safeguarding Children Board \(NTSCB\)](#). We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in school. NTSCB guidance is used to inform staff practice and procedures outlined in the Staff Handbook and in the Safeguarding Induction Pack provided to all new staff, agency staff and volunteers.

We will contact the Front Door Service (Tel: 0345 2000 109) as the first point of contact for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASCT (Multi Agency Screening and Co-ordination Team) which has a duty team who offer information, support and services and will respond to concerns.

In school, all staff must be aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff will ensure that confidentiality protocols are adhered to and that information is shared appropriately. This information is outlined to new staff, agency workers and volunteers (including Governors) as part of their induction, and to all staff on a yearly basis as part of formal CPD. In school we all understand the need for and respect the appropriateness of the Head Teacher or Designated Person(s) disclosing any information about a student to other members of staff on a need to know basis only.

In school, all staff must be aware that any information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. This is outlined to staff on a yearly basis as part of formal CPD. (see appendix D).

In school the governing body ensure:

- we have a designated senior member of staff for Child Protection who is part of the school's senior leadership team.
- we have a deputy designated person(s) and/or contingency arrangements in place should the designated member of staff not be available and those arrangements are clearly communicated to staff, agency workers, volunteers and governors.
- the designated senior person and any other designated persons in school will undertake appropriate North Tyneside SCB Multi Agency Child Protection

training. This training will be updated at least every two (2) years. (see appendix G for training guidance)

- staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a child/young person that they need to contact the designated safeguarding person(s) in school. This is clearly communicated to staff in the Staff handbook, induction pack, induction programme and through CPD.
- all staff, agency workers, volunteers, governors and other adults supporting/working in school are clear that in exceptional circumstances, such as in emergency where a DP or SDP is not available or there is a genuine concern that appropriate action has not been taken, they can speak directly to the Front Door service – see the information attached at the end of this document for contact details.³
- all staff, agency workers, volunteers, governors and other adults supporting/working in school will be provided with an appropriate induction relevant to their role in school at the beginning of their role/relationship/contact with school.
- all staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, and the whistleblowing policy and will be expected to understand how these policies and guidance apply to their role in school.
- all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety this visitor's protocol is noted as being our 'induction' for visitors.
- ensure that all staff, agency workers and volunteers and governors are aware of the need to maintaining appropriate and professional boundaries in their relationships with students and parents. We will support this practice via induction and periodic training to support a practical understanding of the guidance that school provide on safe working practices.
- all staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role that each individual will be undertaking in school.
- staff understand and recognise the importance of the role of the senior designated person and the designated person(s) and understand their own professional and personal duties and responsibilities in relation to this role. This is clearly communicated to staff via the staff handbook, the induction pack and induction programme for new staff. It is also reviewed at least annually as part of the CPD programme.
- the senior and designated person(s) for safeguarding have those responsibilities outlined explicitly in their job description.
- the senior designated person takes advice from Front Door when managing cases where they have a concern that warrants further support or intervention in line with the [North Tyneside Threshold Guidelines](#);
- this policy is accessible to all relevant parties and will be reviewed by the governing body annually and/or following a required review;
- parents have an understanding of the responsibility placed on school and staff for child protection. This is achieved in school as we set out our obligations in information provided to parents and ensure our Child Protection Policy is published on the website.

³ Keeping Children Safe in Education (July 2015) Para 15

Additionally the governing body will ensure that:

The senior designated person for child protection in school will ensure all staff, agency workers and volunteers (including Governors) who have contact with children/young people:

- know the name of senior designated person, their role, contact details and who they are – to achieve this we issue to staff the contact details outlined at the end of this policy.
- know the name(s) of the deputy and other designated person(s), their role, contact details and who they are - to achieve this we issue to staff the contact details outlined at the end of this policy.
- all staff nominated to be the senior designated person and the designated person(s) will receive training on child protection and that this training will be updated every two years as a minimum. Additionally, this training will also include inter agency working.
- all staff have child protection training, from the point of their induction will receive training on child protection and that this training will be updated every three years as a minimum. This training will include volunteers and governors who have direct contact with children/young people. Additionally further training and updates will be provided by school to all staff, agency workers, volunteers and governors when necessary during this three year period.

The senior designated person for child protection in school will ensure all staff, agency workers and volunteers (including Governors) who have contact with children/young people have been issued with a copy of and have read and understood:

- Keeping Children Safe in Education (July 2015) - Information for all school and school staff (Part 1);⁴
- The child protection policy on induction, annually and/or after review;
- The Whistle blowing Policy;
- Safer Working Practices for Adults who work with Children and Young People (July 2015).
- Have been provided with the names and contact details of the senior designated person and designated person(s) as attached to the end of this policy – and that this information is reviewed periodically to ensure that the information remains up-to-date and that all individuals in school who come into contact with children/young people (relevant persons) have the most up-to-date information available to them.

In addition, the designated person(s) will ensure all **relevant** persons – who in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people:

- know that they have a professional responsibility for sharing child protection concerns with the designated person(s) in school and understand their personal responsibility with regards to safeguarding and child protection matters in school.
- know that if a child/young person's situation does not appear to be improving the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates.
- to support all individuals who come into contact with children/young people in school to understand 'reconsideration' in the context of the child protection policy, we will ensure that individuals are provided with briefings/updates, copies of documents as part of induction, 3-yearly reviews and periodic updates (after the policy is reviewed or once revised guidance is published);⁵

⁴ Keeping Children Safe in Education: Information for all school and school staff (Part 1) (July 2015)

⁵ Keeping Children Safe in Education (July 2015) Para 17

- understand the need to be vigilant in identifying cases of harm/abuse and are able to **immediately** report concerns when they arise;
- know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. (see appendix D)
- know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm;
- ensure confidentiality protocols are adhered to and information is shared appropriately;
- understands that the Head teacher, Senior Designated Person or the Designated Person(s) in school will disclose any information about a student to other members of staff on a need to know basis only;
- recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be:
 - addressed
 - managed sensitively and effectively
 - dealt with in a timely manner
 - dealt with in accordance with schools agreed policies/practices, including Whistle blowing Policy.
- understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults in school – including but not limited to Local Authority, Health, etc.) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of Keeping Children Safe in Education (July 2015) and as noted to all adults in school as part of induction and training protocols.

The senior designated person for child protection in school will co-ordinate and lead on the following procedures:

- undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm;
- contacting the Front Door for information, advice or guidance or to make a child protection referral where there are concerns about a child/young person.
- ensuring that all **relevant** persons – which in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people are aware of who the designated safeguarding person(s) in school are aware that in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, they can speak directly to the Front Door service – see the information attached at the end of this document for contact details.⁶
- reporting an unexplained school absence to the child/young person's Social Worker or Front Door where there is a student who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed. This will be a first day response or as agreed as part of any child protection or core group plan.
- ensuring that the school have in place a Designated Teacher for Looked After Children and that their contact details are noted in the information attached at the end of this policy.
- working to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including

⁶ Keeping Children Safe in Education (July 2015) Section 15

attendance and written reports at Initial Child Protection Conferences, core groups/ care team meetings and Child Protection Review Conferences.

- ensuring that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school.
- ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations.
- provide an annual report to the governing body detailing how the governing body is fulfilling its statutory duties in response to child protection matters.

The senior designated person for child protection in school will also ensure that staff, agency workers and volunteers including governors are aware that consensual sexual activity involving children/young people under the age of 13 is unlawful, as they cannot legally consent to such activity. The school accepts that any such activity should be taken to indicate a risk of significant harm to the child/young person and all cases involving children/young person under the age of 13 will be referred to Front Door.

Where there is sexual activity involving young people between 13 and 16 years consideration will be given to referral. Whilst the legal age for sexual activity remains at 16 years, mutually agreed non-exploitative sexual activity does take place. Consideration will be given to referral if there are concerns for the child/young person's welfare. Factors such as age imbalance, power imbalance, coercion or bribery, familial sexual offences, withdrawn or anxious behaviour, misuse of substances (affecting choice), or other known information will be considered.

3. SUPPORTING STUDENTS

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

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

In school we will endeavour to support the student through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued (see appendix F)
- the school's behaviour policy which is aimed at supporting vulnerable students in school.
- ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the student's sense of self-worth.
- endeavouring to ensure that the student knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any harm/abuse, which has occurred.
- liaison with other agencies which support the student such as Children's Services, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- a commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so.

- recognition that children/young people living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's school record and in accordance with the schools record management practices? and notifying Children's Services as soon as there is a recurrence of a concern.
- ensuring that when a student subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with Keeping Children Safe in Education (July 2015) – this will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained.

Special Educational Needs and Disability (SEND)

We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems therefore need to be particularly sensitive to signs of harm/abuse. (See the Learning support - SEND Policy – Mr Ian Little is the SENCO in School)

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

In school we will:

- operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to Keeping Children Safe in Education (July 2015) for all staff, agency workers and volunteers (including Governors).
- ensure that at least one member of the Governing Body and the Head teacher are trained in Safe Recruitment Practices.
- ensure all other relevant NTSCB, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to.
- implement Guidance for Dealing with Allegations of Abuse against Staff and Safer Working Practices for Adults who work with Children and Young People and all other relevant Safeguarding and Child Protection policies.
- in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority – see the information attached for contact details.
- ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable.
- ensure that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents.
- ensure that staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and students aged under-18 are unlawful and could result in legal proceedings taken against them under the **Sexual Offences Act 2003** (Abuse of position of trust).

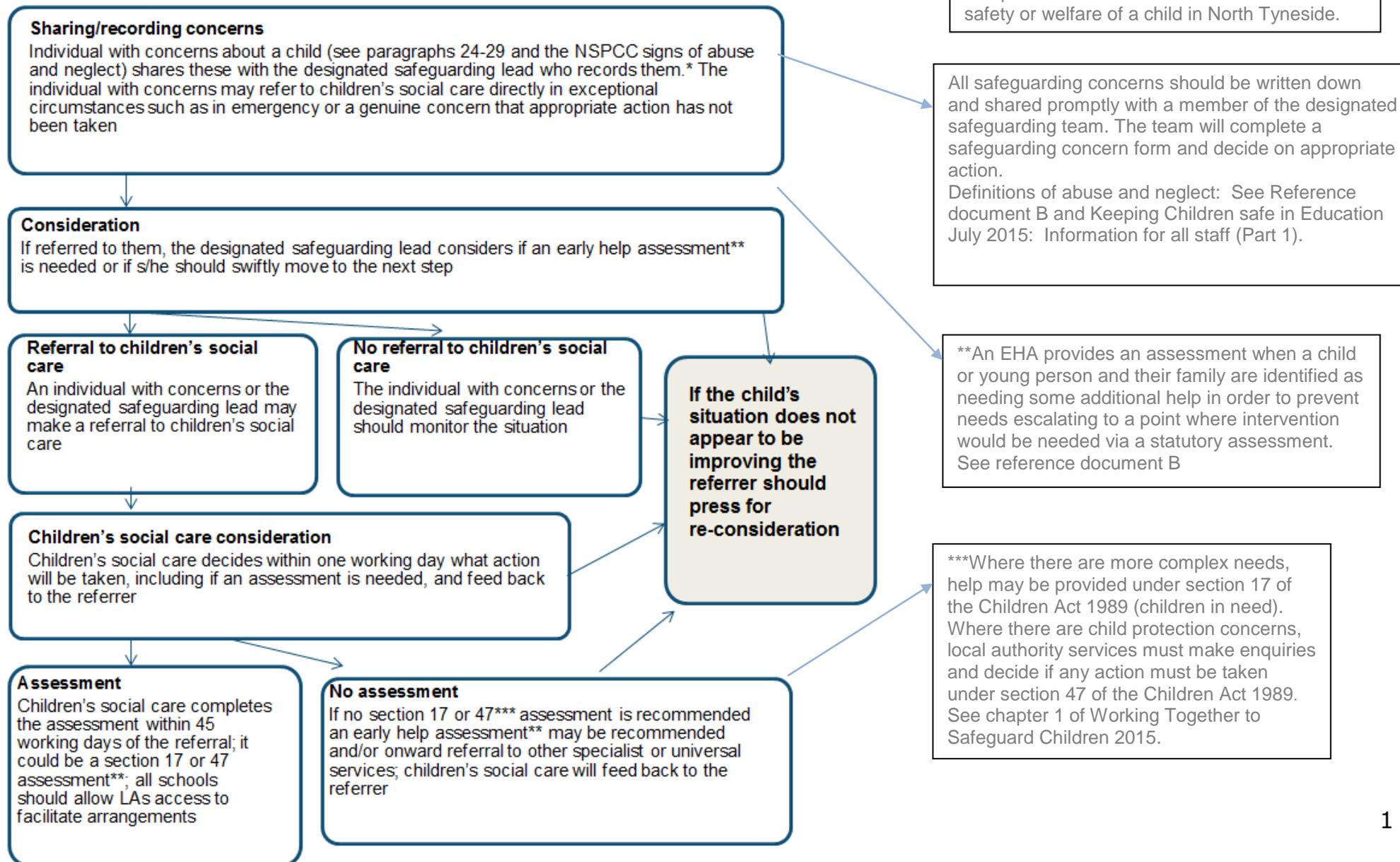
The table below outlines the guidance in appendices A – G.

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

Appendix A: Child Protection Process at Longbenton Community College

This diagram, from Keeping Children Safe in Education (July 2015) illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



Appendix B: Key concepts and definitions

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

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

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

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

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

Definitions from Working Together to Safeguard Children (2015)

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

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

Emotional Harm/Abuse - The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.

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

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

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

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

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

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

The approach is one where practitioners come together to;

- share information
- find out what support is required
- work as a team around the family
- create a single SMART action plan
- contribute to and the support required
- identify who else might be asked to help
- regularly review progress

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

An Early Help Assessment (EHA) should identify what help the child and family require preventing the needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. **If at any stage during the EHA process, there are worries that a child or young person has been harmed or is at risk of harm, normal safeguarding procedures must be followed and school must contact the Front Door.**

The lead person for engaging in the process of EHA will be determined in each school with a named staff member being identified; however this does not exclude other school staffing school being asked to contribute to the assessment.

Professionals need to ring the Early Help and Co-ordination Team on 643 8178 to find out if an EHA already exists for a child/family. The Early Help and Co-ordination team can support the process.

Appendix C - Specific Safeguarding Advice

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

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

Also see list in Document G

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

Further information on some specific safeguarding issues

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

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

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

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

The Prevent Duty and extremism and radicalisation

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

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

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

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

Definitions

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as *vocal or active opposition to fundamental British values*

- Fundamental British values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- The definition also includes extremist calls for the death of members of our armed forces, including police officers whether in this country or overseas.

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

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

Children missing from education

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

Appendix D - Guidance for staff on receiving a disclosure

RECEIVE

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

REASSURE

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

REACT

- Explain what you have to do next and whom you have to tell.
- Inform the designated teacher for child protection, immediately.

Appendix E - Links to other procedures in School

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

- Student conduct - bullying
- Absenteeism and Lateness
- Allegations against staff
- Behaviour for Learning
- Complaints
- E-safety
- Health & Safety
- Intimate care policy
- Learning support (Special Educational Needs and Disability)
- Looked after children policy
- Managing Medicines
- Partnership with Parents
- Equal opportunities
- Racial Equality
- Safeguarding
- School social networking policy
- School trips and visits
- Sex and Relationship Education
- Whistleblowing

Appendix F - Standards for effective child protection practice in schools

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

- have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- are vigilant in cases of suspected child harm/abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- provide and support child protection training regularly to school staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- use the curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account **Sex and Relationship Education Guidance (2000)**: Statutory Guidance on sex and relationship education;
- provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that students are aware of the schools position on this issue and who they can contact for support;
- take particular care that students with Special Educational Needs and/or Disability (SEND) in mainstream and special schools, who may be especially vulnerable to harm/abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- have effective safeguarding arrangements in place for those students who are educated in an alternative provision and recognise that school ultimately remains responsible for the safeguarding and welfare of students educated off-site.
- have a clear policy about the handling of allegations of harm/abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance in Keeping Children Safe in Education (July 2015)
- have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

Appendix G - References and useful sources of information and advice

Local information and guidance

- NTSCB child protection/safeguarding procedures click [here](#)
- North Tyneside guidance for safer working practices for adults who work with children and young people (2015) click [here](#)
- North Tyneside practice guidance for dealing with allegations of harm/abuse against staff in schools (2015) click [here](#)
- Safeguarding and Safer recruitment checklist for governing bodies click [here](#)
- North Tyneside Safeguarding Children Board (NTSCB) Section 11 audit click [here](#)
- North Tyneside Threshold Guidelines click [here](#)

Contact details

Front Door	Tel: 0345 2000 109 Out of hours: 0191 200 6800
Local Authority Designated Officer/Allegations against Staff	Service Manager Front Door Dorothy Chambers tel: 643 7315 School HR Senior HR Business Partner Christina Ponting tel: 0191 643 8010, 07970 640 472
Early help and co-ordination team	earlyhelpassessments@northtyneside.gcsx.gov.uk Tel: 0191 643 8178
Safeguarding training for schools	Training and Development Officer for safeguarding training in education Lisa Wardingham. lisa.wardingham@northtyneside.gov.uk Tel: 0191 643 8076
Whole school child protection training due every three years.	All support staff, agency workers and volunteers (including Governors) should have child protection training. Catch up sessions for those who miss their whole school child protection training are available monthly on the North Tyneside CPD website http://www.ntcpd.org.uk
Designated person training	<i>NTSCB Multi Agency Child Protection training and The Role of the Designated Person training should both be attended by the designated staff for child protection every two years.</i> Designated Person training available to book on North Tyneside CPD website http://www.ntcpd.org.uk NTSCB Multi Agency Child Protection training available to book on the North Tyneside Learning Pool http://www.learningpool.com/northtyneside <i>Designated safeguarding leads should also attend any relevant training as and when needed in relation to particular vulnerable students they may have at</i>

	<i>school and any current safeguarding specific issues e.g. CSE, EHA, WRAP (Workshops to Raise Awareness of Prevent)</i>
--	--

Further references and information

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

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

Other useful websites

Child Protection in Education www.cape.org.uk

NSPCC www.nspcc.org.uk

CEOP www.ceop.police.uk

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

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

Childline www.childline.org.uk/Pages/Home.aspx

Think you know www.thinkuknow.co.uk

Childhood bereavement www.childhoodbereavementnetwork.org.uk

Private Fostering www.privatefostering.org.uk

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

FGM www.fgmelearning.co.uk/

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

Contact Details for Child Protection and Safeguarding as at: December 2015
 (*these details will next be reviewed annually to ensure that they remain relevant)

Designation/Role	Individual(s)	Contact Details
Head Teacher	Name: Email: Telephone(s):	Mr Paul Quinn pq@lblearning.com 01912189500
Chair of Governors	Name: Email:	Mr Steve Houghton lcc@lblearning.com
Safeguarding Governor	Name: Email:	Mrs Lydia Aird lcc@lblearning.com
Senior Designated Person for Child Protection:	Name: Email: Telephone(s):	Mrs Val Short vs@lblearning.com 01912189500 ex 260
Deputy Designated Person for Child Protection:	Name: Email: Telephone(s):	Ms Susanne Wood sw@lblearning.com 01912189500 ex 287
Designated Person for Child Protection:	Name: Email: Telephone(s):	Miss H Kirk hk@lblearning.com 01912189500 ex 293
	Name: Email: Telephone(s):	Mrs R Cooper rco@lblearning.com 01912189500
Designated Teacher for Looked After Children	Name: Email: Telephone(s):	Mr Ian Little il@lblearning.com 01912189500 ex 289
Designated Officer – Local Authority	Name: Email: Telephone(s):	Dorothy Chambers dorothy.chambers@northtyneside.gov.uk contactable at the front door
Front Door	Telephone:	0345 2000 109 Out of hours: 0191 200 6800
Early Help and Co-ordination Team	Telephone: Email:	0191 643 8178 earlyhelpassessments@northtyneside.gcsx.gov.uk
Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264