



# Child Protection Policy

Updated January 2016  
To be reviewed January 2017

HADRIAN PARK PRIMARY SCHOOL

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## **INTRODUCTION**

There are four main elements to our school policy:

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

## 1. PREVENTION

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

- know everyone as an individual
- provide a secure and caring environment

so that every pupil 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"> <li>• provide with induction for which includes relevant information on child protection practices and procedures</li> <li>• 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.</li> <li>• provide child protection training in school every three (3) years for all staff</li> <li>• provide child protection training in school every two (2) years for the child protection Designated Person(s);</li> </ul>	<ul style="list-style-type: none"> <li>• ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty;</li> <li>• establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to;</li> <li>• 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;</li> <li>• 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. <b>(See Appendix document C)</b></li> </ul>

## 2. 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. At school, we fully embed all NTSCB guidance and ensure that our staff are informed of all updates as and when required. We have a dedicated Child Protection display board in the staffroom which displays all appropriate policies. Staff are informed about all of these using a signatory sheet.

We will contact the Front Door Service (see the information attached at the end of this policy - contact details) 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, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately.

In school we all understand the need for and respect the appropriateness of the Head Teacher or Designated Teacher(s) disclosing any information about a pupil to other members of staff on a need to know basis only.

In school, we ensure that all staff are aware that any information a child/young person alleges/discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. Staff are reminded and updated on a termly basis regarding the procedure for reporting to a Child Protection officer. **(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.
- The designated senior person will undertake appropriate North Tyneside SCB Multi Agency Child Protection training. This training will be updated at least every two (2) years.
- 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.
- 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.
- 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 appendix G)**.
- 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, safeguarding arrangements, code of conduct/behaviour protocols for staff and the whistle blowing 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 pupils 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.
- The senior and designated person(s) for safeguarding have those responsibilities outlined explicitly in their job description.
- The designated senior 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.

**Additionally the governing body will ensure that:**

The senior designated person for child protection in school will ensure all **relevant** persons – who, in school, we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people:

- 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 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 (2) 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 (3) 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 (3) year period.

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

- Keeping Children Safe in Education (July 2015)-Information for all school and college staff (Part 1);<sup>1</sup>
- The Child Protection Policy on induction, annually and/or after review;
- The staff code of conduct/staff behaviour policy on induction, annually and/or after review;
- The Whistle Blowing Policy;
- Safer Working Practices for Adults who work with Children and Young People.
- 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

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<sup>1</sup> Keeping Children Safe in Education: Information for all school and college staff (Part 1) (July 2015)

information is reviewed periodically to ensure that the information remains up-to-date and that all individual 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);<sup>2</sup>
- 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 alleges/discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. 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;
- Understand that the Head Teacher, Senior Designated Person or the Designated Person(s) in school will disclose any information about a pupil 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 (who can be contacted via the school address – F.A.O. Alan Brown, Chair of Governors) - 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

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<sup>2</sup> Keeping Children Safe in Education (July 2015) Para 17

action has not been taken, they can speak directly to the Front Door service (**See appendix G**).

- Reporting an unexplained school absence to the child/young person's Social Worker or Front Door where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any 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 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.

### 3. SUPPORTING PUPILS

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

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 pupil through:

- The content of the curriculum to encourage self esteem and self motivation;
- The school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued. **(See appendix F)**
- The school's behaviour and discipline policy which is aimed at supporting vulnerable pupils in school.
- Ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the pupil's sense of self worth.
- Endeavouring to ensure that the pupil knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any harm/abuse, which has occurred.
- Liaising with other agencies which support the pupil 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 pupil'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 pupil 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 pupil 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 School SEND Policy – available on website, or SENCO – Mrs Y Brown)

#### 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 (LADO) – 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 pupils and parents.
- Ensure that staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the **Sexual Offences Act 2003** (Abuse of position of trust).

## Hadrian Park Primary School

**Contact Details for Child Protection and Safeguarding is at: The main office in school**

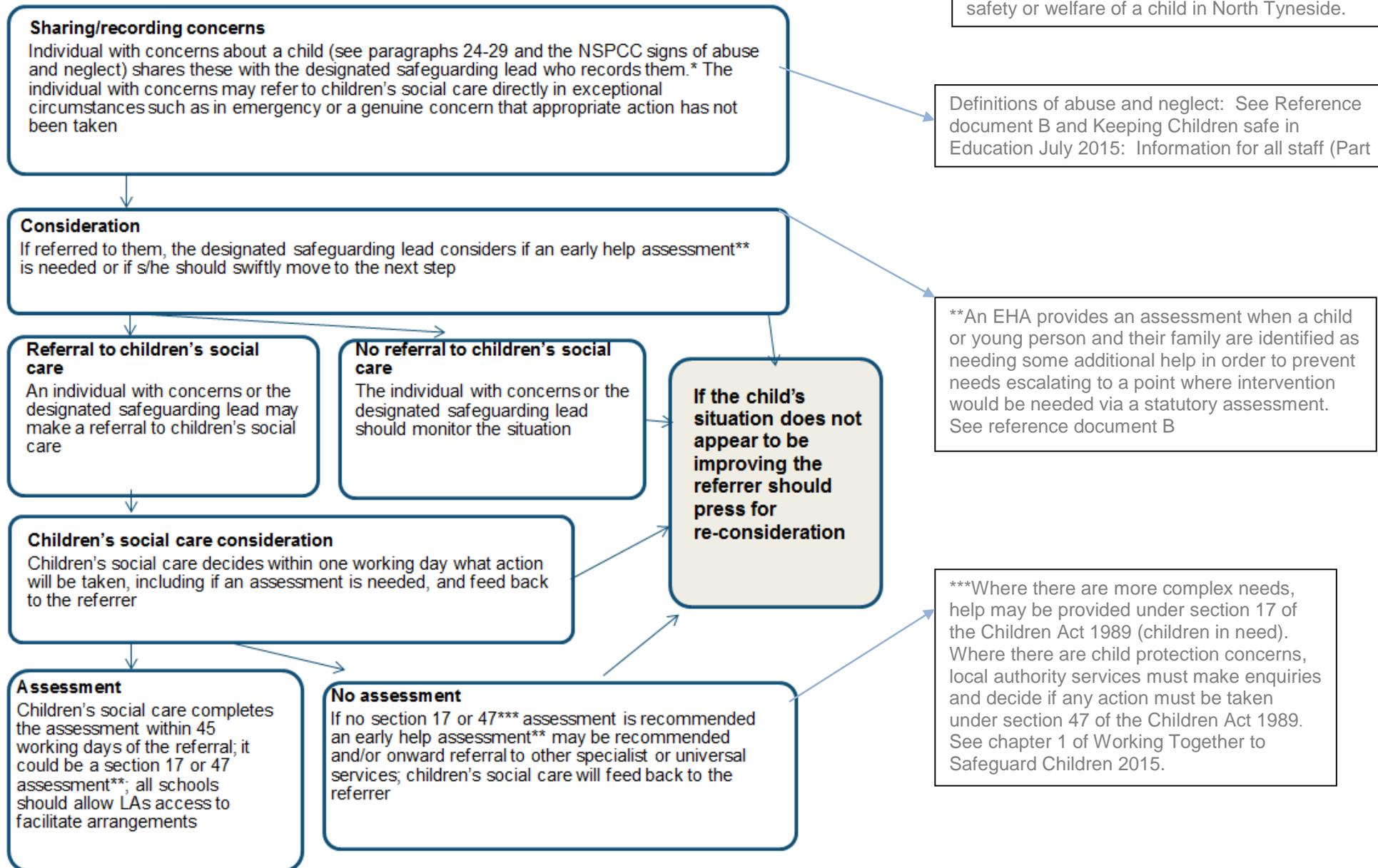
(\*these details will next be reviewed in July 2016 to ensure that they remain relevant)

Designation/Role	Individual(s)	Contact Details
Head Teacher	Name: Email: Telephone(s):	Angi Gibson <a href="mailto:angi.gibson@northtyneside.gov.uk">angi.gibson@northtyneside.gov.uk</a> 0191 200 7257
Chair of Governors	Name: Email: Telephone(s):	Alan Brown <a href="mailto:alanbrown02@aol.com">alanbrown02@aol.com</a>
Senior Designated Persons for Child Protection:	Name: Email: Telephone(s):  Name: Email: Telephone(s):	Angi Gibson <a href="mailto:angi.gibson@northtyneside.gov.uk">angi.gibson@northtyneside.gov.uk</a> 0191 200 7257  Carole Hayward <a href="mailto:carole.hayward@northtyneside.gov.uk">carole.hayward@northtyneside.gov.uk</a> 0191 200 7257
Designated Person for Child Protection:	Name: Email: Telephone(s):	Rowan Reed <a href="mailto:rowan.gallon@northtyneside.gov.uk">rowan.gallon@northtyneside.gov.uk</a> 0191 200 7257
Designated Teachers for Looked After Children	Name: Email: Telephone(s):	Angi Gibson <a href="mailto:angi.gibson@northtyneside.gov.uk">angi.gibson@northtyneside.gov.uk</a> 0191 200 7257  Carole Hayward <a href="mailto:carole.hayward@northtyneside.gov.uk">carole.hayward@northtyneside.gov.uk</a> 0191 200 7257
Designated Officer – Local Authority	Name: Email: Telephone(s):	Angela Glenn <a href="mailto:Angela.glenn@northtyneside.gov.uk">Angela.glenn@northtyneside.gov.uk</a> 0191 643 7315
Front Door	Telephone:	0345 2000 109  <b>Out of hours:</b> 0191 200 680
Early Help and Co-ordination Team	Telephone: Email:	0191 643 8178 <a href="mailto:earlyhelpassessments@northtyneside.gcsx.gov.uk">earlyhelpassessments@northtyneside.gcsx.gov.uk</a>
Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264

## Reference Document A: Child Protection Process

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.**



## **Reference Document 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.

## **Reference Document 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 college 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 Reference Document G*

**What to do:** If staff have concerns that a pupil 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 is 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 colleges.

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 pupils 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 pupil, 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.

## **Reference Document D - Guidance for staff on receiving an allegation/ 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.

## **Reference Document 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,

- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Allegation management
- Arrangements for those educated in alternative provisions
- Behaviour and Discipline policy
- Complaints
- Confidentiality, data protection and information sharing
- Exclusions
- First aid
- Health & Safety
- Inclusion and Special Educational Needs and Disability (SEND)
- Induction procedures
- Intimate care policy
- Lettings & school security
- Looked after children policy
- Medication policy
- Missing children policy
- Acceptable Use Policy
- Physical intervention & use of reasonable force
- Promoting equality & diversity
- PSHE policy, including SRE policy (Sex and Relationship Education)
- Recruitment and Selection
- School trips and visits
- Staff behaviour policy (code of conduct)
- Visitors, agency workers and volunteers (including Governors)
- Whistle blowing

## Reference Document F - Standards for effective child protection practice in schools

Here at Hadrian Park Primary School we:

- 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 pupils 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 pupils' 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 pupils' awareness and build confidence so that pupils 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 pupils are aware of the schools position on this issue and who they can contact for support;
- take particular care that pupils 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 pupils who are educated in an alternative provision and recognise that school ultimately remains responsible for the safeguarding and welfare of pupils 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.

## Reference Document G - References and useful sources of information and advice

Schools need to ensure that the documents that they produce to support a safer culture in schools and child protection either include or have considered the information contained within these reference documents.

### 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

Schools may wish to issue to the following contact details to the Senior and Designated person in School the following information. For all other staff, agency workers and volunteers (including Governors) schools should ensure that they issue to staff the names and contact details of the designate person(s) in school and may also wish to include a referenced to the Front Door, Local Authority Designated Officer, etc.

Front Door	<b>Tel:</b> 0345 2000 109 <b>Out of hours:</b> 0191 200 680
Local Authority Designated Officer/Allegations against Staff	Service Manager Front Door Angela Glenn tel: 643 7315  School HR Senior HR Business Partner Christina Ponting tel: 0191 643 8010, 07970 640 472
Early help and co-ordination team	<a href="mailto:earlyhelpassessments@northtyneside.gcsx.gov.uk">earlyhelpassessments@northtyneside.gcsx.gov.uk</a> Tel: 0191 643 8178
Safeguarding training for schools	Training and Development Officer for safeguarding training in education Lisa Wardingham. <a href="mailto:lisa.wardingham@northtyneside.gov.uk">lisa.wardingham@northtyneside.gov.uk</a> 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 <a href="http://www.ntcpd.org.uk">http://www.ntcpd.org.uk</a>
Designated person training	<i>NTSCB Multi Agency Child Protection training and The Role of the Designated Person training</i> should both be attended by the designated senior person and deputies for child protection every two years.  Designated Person training available to book on North Tyneside CPD website <a href="http://www.ntcpd.org.uk">http://www.ntcpd.org.uk</a>

	<p>NTSCB Multi Agency Child Protection training available to book on the North Tyneside Learning Pool <a href="http://www.learningpool.com/northtyneside">http://www.learningpool.com/northtyneside</a></p> <p><i>Designated safeguarding leads should also attend any relevant training as and when needed in relation to particular vulnerable pupils they may have at school and any current safeguarding specific issues e.g. CSE, EHA, WRAP (Workshops to Raise Awareness of Prevent)</i></p>

### **Further references and information**

1. Keeping Children Safe in Education (2015)
2. Keeping Children safe in Education (2015): Information for all school and college 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](http://www.gov.uk) , [www.education.gov.uk](http://www.education.gov.uk) or [www.legislation.gov.uk](http://www.legislation.gov.uk)

### **Other useful websites**

Child Protection in Education [www.cape.org.uk](http://www.cape.org.uk)  
 NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)  
 CEOP [www.ceop.police.uk](http://www.ceop.police.uk)  
 The Children's Legal centre [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)  
 The Children's Commissioner for England [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)  
 Childline [www.childline.org.uk/Pages/Home.aspx](http://www.childline.org.uk/Pages/Home.aspx)  
 Think you know [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childhood bereavement [www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)

Private Fostering [www.privatefostering.org.uk](http://www.privatefostering.org.uk)

Child Carers [www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers](http://www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers)

FGM [www.fgmelearning.co.uk/](http://www.fgmelearning.co.uk/)

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