

Safeguarding & Child Protection Policy 2019-2020



School: Jesmond Park Academy

Acting Headteacher: Karen Blackburn

Named personnel with designated responsibility for Safeguarding:

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor /board of trustees	Chair of Trustees
2019-20	Chris Aitken	Clare Walker, David Merrifield, Andy Costello, Claire Munro	TBC	George Snaith
2018-19	Chris Aitken	Clare Walker, David Merrifield, Andy Costello, Claire Munro	Dawn Whitehall	George Snaith

Policy review dates

Review Date	Changes made	By whom	Date shared
Sept 2019	Policy replaced in light of KCSIE 2019	CA	Sept 2019

Contents Page

Section:

1	Purpose & Aims
2	School Ethos
3	Roles & Responsibilities
4	Training & Induction
5	Procedures for Managing Concerns
6	Recording & Information Sharing
7	Working with Parents & Carers
8	Child Protection Conferences
9	Safer Recruitment
10	Safer Working Practice
11	Managing Allegations against Staff
12	Other relevant policies
13	Statutory Framework

Appendices

- A** **Suspect child at risk action flow diagram**
- B** **Safeguarding induction sheet**

C - J **Specific Safeguarding Issues:**

- C** **Child Exploitation**
- C1** **Child Sexual Exploitation (CSE)**
- C2** **Child Criminal Exploitation (County Lines)**

- D** **Faith and Belief related abuse**
- D1** **Female Genital Mutilation (FGM)**
- D2** **So-called “honour based” violence**
- D3** **Forced Marriage**

- E** **Radicalisation**

- F** **Private Fostering**

- G** **Children Missing Education (CME)**

- H** **Peer on Peer abuse**

- I** **Sexually Harmful Behaviour**

- J** **Trafficking & Modern Slavery**

- K** **Domestic Abuse and Homelessness**

- L** **Key Safeguarding Contacts**

- M** **Example Cause for Concern form / body map**

SECTION 1. PURPOSE & AIMS

- 1.1** The purpose of Jesmond Park Academy's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:
- Protect children and young people at our school from maltreatment;
 - Prevent impairment of our children's and young people's health or development;
 - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young people at our school to have the best outcomes.
- 1.2** This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.3** Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.
- 1.4** We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Family and Welfare Officer will regularly liaise with the Designated Safeguarding Lead/Pastoral teams to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.
- 1.5** This policy applies to all pupils, staff, parents, governors/board of trustees, volunteers and visitors.
- 1.6** Prior to implementing this policy, we have considered a range of factors to help us identify and focus on the key issues for our school and community. We have reviewed our referrals, reason and considered local context and local issues as well as discussed as a leadership team what our key priorities are.

SECTION 2. OUR ETHOS

- 2.1** The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.
- 2.2** Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.
- 2.3** All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 2.4** Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. For example, online safety and data security is covered in Computing lessons at KS3/4/5; texts covered in English at KS3/4/5 cover risks in the community, racism and mental health awareness; Science at KS3/4/5 covers healthy relationships; healthy bodies and risk awareness. In addition, the Citizenship, PD and RE curriculums at KS3/4 comprehensively cover the safeguarding issues, for example, bullying and drug misuse, and these subjects encourages life skills. Assemblies at KS3/4/5 also cover safeguarding issues.
- 2.5** At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and Local Safeguarding Partners' Procedures.

SECTION 3. ROLES AND RESPONSIBILITIES

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Mr Chris Aitken Director of Student Support	Jesmond Park Academy 0191 2818486 Ext 2145
Deputy DSL	Mrs Clare Walker Mr David Merrifield Mr Andrew Costello Mrs Claire Munro	Ext 2012 Ext 2067 Ext 2086 Ext 2201
Headteacher	Mrs Karen Blackburn	c/o Mrs Helen Dougal Headteacher's PA Ext 2006
Named Safeguarding LAG Member	TBC	
Chair of Trustees	George Snaith	Care of Gosforth Federated Academies Ltd

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Trustees

3.2 The Trustees of Jesmond Park Academy are accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Trustees takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor who champions safeguarding within the school.

3.3 The Trustees will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Partners' (Formally LSCB) policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL(s) who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding

- Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
 - All staff undertake appropriate child protection training that is updated regularly, at least annually.
 - Procedures are in place for dealing with allegations against members of staff and volunteers, in line with statutory guidance;
 - Safer recruitment practices are followed in accordance with the requirements of [*'Keeping Children Safe in Education'*](#) DfE (2019);
 - Trustees remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Trustees will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the Trustees how the school meets its statutory requirements.

The Safeguarding LAG Member or a Trustee will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.

The Headteacher

3.5 At Jesmond Park Academy the Headteacher is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by Trustees , particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

- 3.6** The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'* DfE (2019);
- 3.7** The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing (or on CPOMS) and given to the DSL.
- 3.8** During term time the Designated Safeguarding Lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.
- 3.9** The School will attend child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- 3.10** The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- 3.11** The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

SECTION 4. TRAINING & INDUCTION

- 4.1** When new staff join our school they will be informed of the safeguarding arrangements in place.

They will be provided with:

1. Safeguarding / Child Protection Policy
2. Behaviour Policy
3. Education safeguarding induction & Code of Conduct for staff
4. Whistle-blowing policy
5. Part One and Annex A of '*Keeping Children Safe in Education*' DfE (2019);
6. Staff Handbook which includes the role of the Designated Safeguarding Lead (including the identity of the DSL and any deputies)

All staff are expected to read these key documents and fully **understand** their responsibility. They will also be provided with information about the school's recording procedures which can also be found on Frog (our VLE).

- 4.2** Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

- 4.3** In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*' DfE (2019); In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis.
- we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;

- 4.4** All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of

whom our DSL and alternative staff members are and what the recording and reporting system is. (See Appendix B). Posters of the key Safeguarding staff appear in key offices such as the Site Office, Main Reception and the Kitchen.

- 4.5** The DSL, the alternative designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 4.6** Our Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.
- 4.7** We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2019) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, throughout the school year we will brief staff on key issues identified within Keeping Children Safe in Education 2019.

Why safeguarding is important

At our school we feel it is important for children to receive the right help, at the right time to address risk and prevent issues from escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act and refer early signs of abuse and neglect
- poor record-keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information, delays in sharing
- lack of challenge to those who appear not to be taking action

Our school policies and procedures aim to address all areas of poor practice and we ensure staff seek advice when unsure.

4.8 Specific Safeguarding Issues:

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

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

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

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- sexting
- relationship abuse
- sexual violence & harassment between children in schools and colleges
- trafficking & modern slavery

*(For further information see appendix C-K)
(part 1 and annex A of Keeping Children Safe in Education 2019)*

SECTION 5. PROCEDURES FOR MANAGING CONCERNS

(Working Together to Safeguard Children 2018)

All staff follow the school's procedures which are consistent with 'Working Together to Safeguard Children 2018' and Keeping Children Safe in Education 2019)

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Identifying children and young people who may be suffering from significant harm:

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

Definitions:

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

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

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure they should **always** speak to the Designated Safeguarding Lead (or deputy)

Abuse, neglect and safeguarding issues are rarely stand-alone events that

can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

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

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

or carer failing to:

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

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

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside school or college and/or can occur between children outside the school or college. All staff should be considering the context within such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. In particular, at Jesmond Park Academy, we are ensuring education and support focuses around Mental Health and Harmful Sexual Behaviour

Staff must immediately report:

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

Staff are also encouraged to actively consider children who might present as vulnerable. (see appendix C)

Responding to Disclosure:

Disclosures or information may be received from pupils, parents or other

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

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

Principles:

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

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- complete a cause for concern form on CPOMs (Appendix M)

5.1 Jesmond Park Academy adheres to child protection procedures that have been agreed locally through the Local Safeguarding Partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

5.2 Every member of staff, including volunteers working with children at our school, are advised to maintain an attitude of '***it could happen here***' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Record and Report:

- 5.3** All staff are encouraged to report any concerns that they have and not see these as insignificant. Staff should **not** assume a colleague or another professional will take action and share the concern. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 5.4** It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.5** The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternative designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 5.6** All concerns about a child or young person should be reported without delay and recorded in writing using CPOMs.
- 5.7** Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from Children's Services as required. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead.
- 5.8** All referrals will be made in line with Local Children's Services' procedures.

Threshold Levels:

- 5.9** If, at any point, there is a **risk of immediate serious harm** to a child a referral should be made to Children's Services **immediately**. Anybody can make a referral. If the child's situation does not appear to be improving then the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head of School. Concerns should always lead to help for the child at some point.
- 5.10** Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the Designated Safeguarding Lead, their alternative and the Head of School are all unavailable;
 - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.11** Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the Head of School or the Chair of Trustees. If any member of staff does not feel the situation has been addressed appropriately at this point then they should contact Children's Services directly with their concerns.

Early Help:

- 5.12** If early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, acting as the lead practitioner.

Early help assessments should be kept under review and referred to social care for assessment if the child's situation does not appear to be improving or is getting worse.

Peer on peer abuse:

5.13 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to:

- bullying (including cyber bullying)
- physical abuse, hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- gender based violence/sexual assaults
- sexting (also known as youth produced sexual imagery)
- initiation / hazing type violence and ritual

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Children with additional needs:

5.14 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Honour Based Violence / FGM:

5.15 At Jesmond Park Academy we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff

have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM Duty:

- 5.16** Where FGM has taken place, there has been a **mandatory reporting duty** placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement. Further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015). (see appendix D)

Radicalisation:

- 5.17** We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Jesmond Park Academy, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- In our school there are systems in place for keeping pupils safe from extremist material when accessing the internet, by using effective filtering and appropriate usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

SECTION 6. RECORDS AND INFORMATION SHARING

- 6.1** If staff are concerned about the welfare or safety of any child at our school they will log information on the school's CPOMS system. Any concerns should be passed to the DSL **without delay**.
- 6.2** Any information recorded will be kept in a separate named file, in a secure cabinet (or CPOMS) and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests and on the understanding that it remains strictly confidential.
- 6.3** Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.
- 6.4** When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority.

These letters are sent by secure email.

SECTION 7. WORKING WITH PARENTS & CARERS

- 7.1** Jesmond Park Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- 7.2** When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.
- 7.3** We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 7.4** We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- 7.5** In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
 - Full names and contact details of all persons with parental responsibility (if different from above);
 - Emergency contact details (if different from above);
 - Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. If in any doubt about information sharing, staff should speak to the DSL or deputy DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

SECTION 8. CHILD PROTECTION CONFERENCES

- 8.1** Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 8.2** Staff members may be asked to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Head Teacher or DSL. In any event, the person attending will need to have as much relevant, up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 8.3** All reports for Child Protection Conferences will be prepared in advance, using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 8.4** Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

SECTION 9. SAFER RECRUITMENT

- 9.1** We will ensure that appropriate members of the Senior Leadership team and Trustees have completed appropriate safer recruitment training. At all times the Headteacher and Trustees will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2019)
- 9.2** At Jesmond Park Academy we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- 9.3** We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements.

SECTION 10. SAFER WORKING PRACTICE

- 10.1** All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- 10.2** All staff will be provided with a copy of our school's Code of Conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.
- 10.3** If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- 10.4** Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (2019). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

SECTION 11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

- 11.1** Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 11.2** Allegations sometimes arise from a differing understanding of the same event, but, when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 11.3** We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the *local procedures* and Part 4 of '*Keeping Children Safe in Education*', DfE (2019) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral.
- 11.4** If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head of School immediately. This includes concerns relating to agency and supply staff and volunteers. In the event that the Headteacher is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Executive Headteacher. If the Executive Headteacher is unavailable then the allegation will be reported to the Chair of Trustees.
- Should an allegation be made against the Headteacher, this will be reported to the Executive Headteacher. If the Executive Headteacher is unavailable then the allegation will be reported to the Chair of Trustees.
- 11.5** The Headteacher, Executive Headteacher or Chair of Trustees will seek advice from the LADO within one working day. No member of staff or the Trustees will undertake further investigations before receiving advice from the LADO.
- 11.6** Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line

is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

- 11.7** The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

SECTION 12. RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety
- SEN & Disability Policy
- Supporting Children & Young People with medical needs
- Educational Visits Including Overnight Stays
- Data Protection
- GDPR related policies

Relationship and Sex Education Policy
Medication and Managing Medication Policy
Educational Visit Policy
Drugs, Alcohol and Tobacco-vaping Policy

SECTION 13. STATUTORY FRAMEWORK

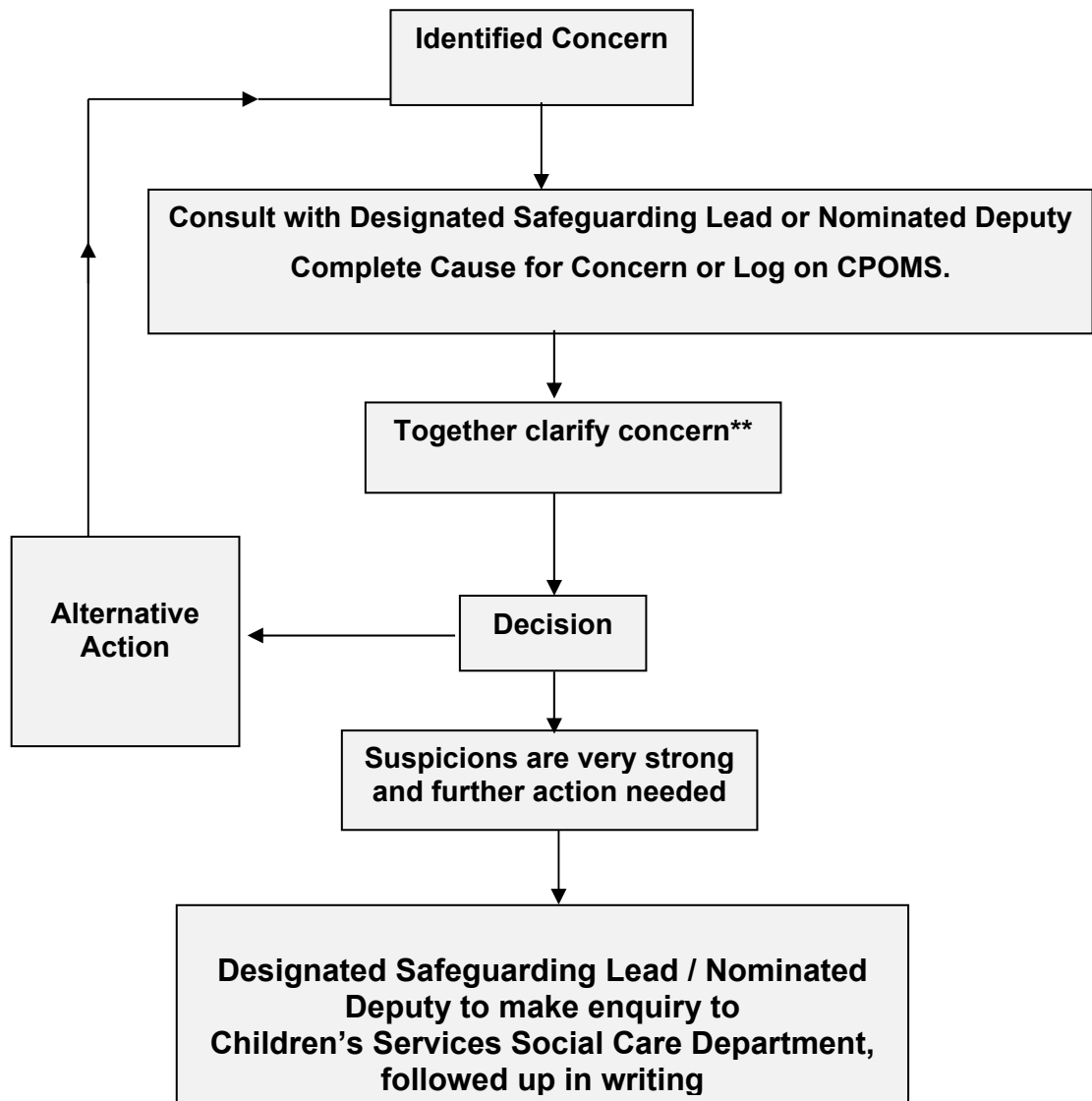
13.1 This policy has been devised in accordance with the following legislation and guidance:

- *'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'*, DfE (2018)
- *'Keeping Children Safe in Education'*, DfE (2019)
- Local Safeguarding procedures
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2019).
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)
- *'The Prevent Duty: Departmental advice for schools and childcare providers'*, DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation – procedural information', Home Office (October 2015)

Appendix A – Action to take when it is suspected a child could be at risk

Jesmond Park Academy

Channels of communication should be quick and clear:



Any member of staff who is unhappy with the joint decision made with the Designated Safeguarding Lead can consult with the Headteacher/Chair of Trustees or seek advice from key staff within the Local Authority.

Appendix B: Safeguarding Induction Sheet (For new or supply staff and regular visitors or volunteers)

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternative post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern.

A copy of the form to complete is attached to this and others can be obtained from the staffroom or site office. Please ensure you complete all sections as described.

If you are unable to locate one of the designated professionals ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's Foster Carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Executive Headteacher/Chair of Trustees. Alternatively, you can contact the Local Authority Designated Officer on Tel: 0191 277 4636. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL):	Chris Aitken
Location of office:	Student Support
Contact Number:	0191 2818486 Ext 2145
Alternative Designated Lead:	Clare Walker / Dave Merrifield / Andy Costello / Claire Munro
Location of office:	via reception Ext 0
Contact Number:	
Chair of Trustees	George Snaith
Contact Number:	0191 285 1000 Ext 1285

At **Gosforth Academy/GJHA** we strive to safeguard and promote the welfare of all of our children.

Appendix C: Specific Safeguarding Issues

Vulnerability

Alongside the specific safeguarding issues listed below, staff should consider children who may be particularly vulnerable to abuse and may require early help.

Factors that can increase vulnerabilities can include:

- any children with additional needs including children with Special Educational Needs / Disabled children (SEND)
- children facing housing issues such as frequent moves and homelessness
- those living in families with chaotic lifestyles
- families with increased stress, parental mental health and/or drug and alcohol dependency
- those children living elsewhere, with friends, relatives, are in care or are leaving care
- Asylum Seekers / Refugees
- those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability
- children at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse
- children with communication difficulties
- children without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

For more information on specific safeguarding issues please refer to Part 1 & annex A of Keeping Children Safe in Education (2019)

Appendix C1 - Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, e.g. 'swapping' sex
- repeated sexually transmitted infections
- in girls, repeated pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile phone
- having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people into exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix C2 - Child Criminal Exploitation / County Lines

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

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

(KCSIE 2019)

Signs and Symptoms may include:

- persistently going missing from home or school
- being found out of area
- unexplained acquisition of money, clothes or mobile phone
- excessive receipt of calls and text messages
- relationships with older, controlling individuals
- associated with gangs
- leaving home or care without explanation
- suspicion of self-harm, physical assault or unexplained injuries
- parental concerns
- significant decline in school performance
- significant changes in emotional wellbeing

Appendix D: Belief and Faith Related Abuse

D1: Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: partial/total removal of clitoris	Excision: partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK:

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something that somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infections
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

As KCSIE now states:

*'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those falling to report such cases **will** face disciplinary sanctions'*

Further information:

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Appendix D2: So-called 'honour-based' violence

So-called 'honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation
- Forced Marriage
- Breast Ironing

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

D3: Forced Marriage

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

(KCSIE 2019, pg. 22)

Signs and symptoms may include:

- Students may appear anxious, depressed and emotionally withdrawn with low self-esteem.
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- Often students' symptoms can be exacerbated in the periods leading up to the holiday season
- Students may present with a sudden decline in their performance, aspirations or motivation

- They may be subject to excessive restrictions and control at home.
- Some students may not be allowed to attend any extra-curricular or after-school activities
- Girls and young women may be accompanied to and from school/college, and even during lunch breaks
- Some students may stop attending school or college
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members.
- Students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness
- Professionals being told that the student is out of the country.
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends
- Conflict between the student and their parents about whether the student will be allowed to continue their education
- Family history of older siblings leaving education early and marrying early

How education professionals can help:

- Signposting, where appropriate, to forced marriage materials or where further support and advice can be accessed
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage
- Ensuring that a private telephone is made available should students need to seek advice discreetly
- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD)
- Referring students to an Education Welfare Officer, Pastoral Tutor, Learning Mentor or School Counsellor as appropriate
- Encouraging young people to access appropriate advice, information and support

(Multiagency Practice Guidelines: Handling Cases of Forced Marriage pg. 32-26)

Appendix E: Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

School Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, eg. Safeguarding Partners (former LSCB) police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of Local Safeguarding Partners' policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there are robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means;
- Association with known extremists
- Seeking to recruit others to an extremist ideology

Further information:

www.gov.uk/government/publications/prevent-duty-guidance

Appendix F: Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum-seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:

www.gov.uk/government/publications/children-act-1989-private-fostering

Appendix G: Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the school at the end of that period; or
- Has been permanently excluded

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'. School absences may be a sign of abuse so please ensure you follow your attendance policy and report any concerns you may have.

Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'

www.gov.uk/government/publications/children-missing-education

Appendix H: Peer on Peer Abuse

At Jesmond Park Academy we recognise that children are vulnerable to, and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”.

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying
- Radicalisation
- Abuse in intimate friendships / relationship abuse
- Children who display sexually harmful behaviour
- Gang associated and serious violence
- Technology can be used for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between two people. You don't have to be an 'official couple' to experience abuse and it doesn't matter what your relationship looks like; gay, straight or bisexual, or whether you're a girl, boy or have another gender identity.

Further information:

www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Some of the complicated reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves
- The child may have witnessed physical or emotional violence
- The child may have viewed sexually explicit movies, video games or other materials
- The child may have just acted impulsively without meaning to harm anyone
- Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home

Preventing Peer on Peer Abuse:

Peer abuse can be prevented. Adults who work with children must be aware of the potential for abuse between children.

- Have clear robust policies on dealing with key issues such as cyber bullying
- Ensure staff and students are aware of the policies
- Identify any blind spots within the school
- Supervise and be aware of potential risky areas, tents in play areas etc
- Pay attention and monitor children who are sneaking off in areas out of view
- Take steps to prevent isolation
- Separate children if needed
- Increase supervision during key times
- If you suspect a child is abusing another, ensure you pass this onto a Designated Safeguarding Lead
- Where risk is identified, have a student risk assessment in place

Appendix I: Sexually Harmful Behaviour

Sexualised Behaviour

Green Behaviours...	Amber Behaviours...	Red Behaviours...
<p>are part of safe and healthy sexual development which are:</p> <ul style="list-style-type: none"> • displayed between children or young people of similar age or developmental ability • reflect curiosity, experimentation, consensual activities and positive choices • 'normal' but inappropriate within the school/classroom setting 	<p>are potentially outside of safe and healthy development due to:</p> <ul style="list-style-type: none"> • age or developmental differences • activity type, frequency, duration or context 	<p>are clearly outside of safe and healthy development and:</p> <ul style="list-style-type: none"> • involve much more coerciveness, secrecy, compulsiveness & threat • require action from school & other agencies

For further information of sexualised behaviour thresholds visit www.brook.org.uk

Sexual Violence & Harassment in Schools

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline.
- Sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about appearance, sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Online sexual harassment, which might include: non-consensual sharing of sexual images / videos and sharing sexual images and

videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

At our school we are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia . Dismissing or tolerating such behaviours risks them being normalised.

Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence so staff should report concerns immediately to the Designated Safeguarding Lead.

Further information:

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Sexting

Sexting can be defined as ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.’

If staff become concerned about a ‘sexting’ issue they should not look at, share or print any indecent image and should:

Step 1: If a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off.

Step 2: Seek advice - give the electronic device immediately to the DSL. Report your concerns following your normal child protection procedures.

Concerning factors that DSLs should look out for:

- ✓ Is there a significant age difference between the sender/receiver?
- ✓ Is there any external coercion involved or encouragement beyond the sender/receiver?
- ✓ Do you recognise the child as more vulnerable than usual i.e. at risk?
Is the image of a severe or extreme nature?
- ✓ Is the situation isolated or has the image been more widely distributed?
- ✓ Have these children been involved in a sexting incident before?
- ✓ Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Remember: the production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.

Further information:

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Appendix J: Trafficking & Modern Slavery

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

“Child” shall mean any person under eighteen years of age.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Why are children trafficked?

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as ‘organ donation or ‘harvesting’, all agencies should remain vigilant

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

- poverty
- lack of education
- discrimination
- cultural attitudes
- grooming
- dysfunctional families
- political conflict and economic transition and
- inadequate local laws and regulations

Potential Indicators

Once in the UK the child:

- receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- has a history with missing links and unexplained moves
- has gone missing from Local Authority care
- is required to earn a minimum amount of money every day
- works in various locations
- has limited freedom of movement
- appears to be missing for periods
- is known to beg for money
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address
- has not been registered with or attended a GP practice
- has not been enrolled in school
- has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person; and/or
- is excessively afraid of being deported

Further information:

www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Appendix K: Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Signs, Indicators and Effects:

It is often difficult to tell if domestic abuse is happening because it usually takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer depression or anxiety
- not do as well in school – due to difficulties at home or disruption of moving to, as well as from, refuges

Other signs and symptoms may include:

Withdrawn, suddenly behaves differently, clingy, problems sleeping, eating disorders, wets the bed, soils clothes, takes risk, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts of suicide.

Source: www.nspcc.org.uk

We are an ‘Operation Encompass’ school

Operation Encompass is a unique Police, LA Children’s Services and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse. Operation Encompass is the reporting to schools before the start of the next school day when a child or

young person has been involved in or exposed to a domestic abuse incident the previous evening.

Homelessness

Types of homelessness and bad housing arrangements

- living in temporary or emergency accommodation (such as B & Bs and hostels)
- hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions)
- Couch / sofa surfing, moving from one place to another
- Being at risk of abuse or violence leading to homelessness or overcrowding

Impact of homelessness

- Practical issues include loss of possessions required for school e.g. books, uniform etc
- May be unkempt due to lack of laundry services
- Physically exhausted due to sleeping arrangements
- Emotionally exhausted due to increased stress
- Signs of severe emotional trauma leading to emotional stress, anxiety
- Changes in behaviour and/or problematic behaviour
- Student may become withdrawn or aggressive
- If placed out of area they may arrive late or miss school due to transport / financial difficulties
- The student's ability to maintain relationships may be affected
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness
- Impact on attainment levels and ability to learn

(Source: Shelter 2017)

Appendix L: Key Safeguarding Contacts

Social Care (Newcastle upon Tyne)

<p>Initial Response Service Children's Social Care Civic Centre, Barras Bridge Newcastle upon Tyne NE1 8QH</p> <p>Tel: 0191 277 2500</p>	<p>Out of hours Emergency Duty Team Civic Centre Barras Bridge Newcastle upon Tyne NE1 8PU</p> <p>Tel: 0191 2787878</p>
<p>Children's Social Care West Children's Services Directorate, Westgate College, West Road, Newcastle upon Tyne, NE4 9LU</p> <p>Tel: 0191 277 2111</p>	<p>Children's Social Care East Children's Services Directorate, Allendale Depot, Allendale Road Byker Newcastle upon Tyne, NE6 2SZ</p> <p>Tel: 0191 278850</p>

Local Authority Designated Officer (LADO)

LADO	Telephone Number
<p>Melanie Scott Civic Centre Barras Bridge Newcastle upon Tyne NE1 8PU</p>	0191 277 4636

Police / Law & Order

Department/Station	Telephone Number
<p>Police Child Abuse and Vulnerable Adults Unit Protecting Vulnerable People Unit Middle Engine Lane Police Station Wallsend NE28 9NT</p>	101
<p>Gateshead Police Station High West Street Gateshead NE8 1BN Tel: 03456 043 043</p>	03456043043

Prevent team Email: specialbranch@northumbria.pnn.police.uk	Tel: 101 Ext:63854
Anti-Terrorist hotline	0800 789 321

Education	
Department	Telephone Number
Children Missing in Education Team	Tel: 0191 277 4500
Education HR team	Tel: 0191 277 4500

Other Contacts	
Title	Telephone Number
NSPCC Whistleblowing Helpline (Mon-Fri 8am-8pm)	Helpline: 0800 028 0285

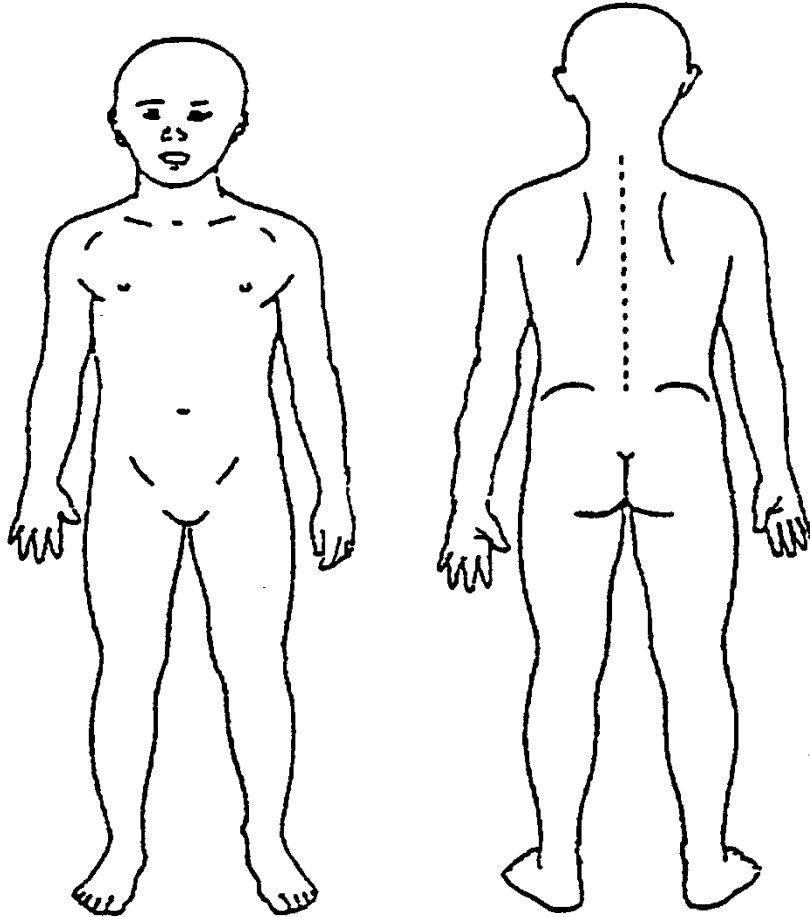
Appendix M – Example Cause for Concern Sheet (to be used if CPOMs can't be used)

Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
<p>Detailed Account:</p> <p>(Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead / Deputy)</p>		
Member of Staff completing form		Role / Title

Please provide a copy to the Designated Safeguarding Lead

Appendix M – Body Map (to be used if CPOMs can't be used)

Child's Full Name	DOB	Date



Electronic Version:
Click and move the
red dot to indicate
where the injury is
located on the
body/face.



Description of injury / additional notes:

Professional's Name	Professional's Designation	Contact Number

Appendix M – Designated Person Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider an Early Help Plan (previously CAF)		
Consult with Social Care		
Contact Police 101: Non emergency 999: Immediate Danger		
Other (please specify)		
Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger

Appendix Q – Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school.

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role within the school.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. Staff who are members of a trade union should contact their representative.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case

manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Please note that the reporting restrictions introduced in the Education Act 2002 only cover teachers and not support staff. However, every effort will be made to ensure confidentiality is maintained for support staff.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.


Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Statement of procedure

What to cover	Tips	
Initial considerations	<p>The procedures for dealing with allegations need to be applied with common sense and judgement.</p> <p>The statement should set out who will make initial considerations about the nature, content and context of the allegation, and the actions they will take as a result – for example, whether to conduct an investigation, and whether the police should be informed and involved from the start.</p>	
Supporting those involved	<p>The statement should set out how the school will support those involved. This includes providing support to both the accused and the parents or carers of a child or children involved.</p> <p>The statement should also set out the school's commitment to confidentiality and the confidentiality requirements of those involved.</p>	
Managing the situation and exit arrangements	<p>The statement should cover under which circumstances records of the allegation will be kept, how allegations affect references, potential timescales and who will maintain oversight of a case.</p> <p>It should also look at what factors will be considered before an employee is suspended.</p>	

Specific actions	<p>The statement should set out actions to be taken following a criminal investigation or prosecution, on conclusion of a case, or in respect of malicious or unsubstantiated claims.</p> <p>It should also cover arrangements in respect of false or malicious allegations.</p>	
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Appendix R – Safer recruitment and DBS checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months. Check for all prohibitions, sanctions and restrictions described in sections 118-120 in KCSiE 2018 using the Teacher Services web page.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate. QTS verification using The Teacher Services' system.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- We will seek at least two references on all external short-listed candidates before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

LAG Members and Trustees

All governors have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix S – Early Help

The Early Help Plan is a holistic approach to understanding children and families' additional needs and supports decision making about how these needs might best be addressed within a multi-agency context. Information from Working Together to Safeguard Children provides more detail about the collective responsibility of all agencies to identify, understand and provide targeted early help support. The Early Help Plan enables a range of professionals to form a shared understanding about a child and their family's needs and how best to meet them.

In summary the Early Help Plan has seven stages:

1. Identify need – The Early Help Plan should be used whenever you are concerned about the progress of children or young people and the needs are either unclear or cannot be met by your service alone;
2. Involve family and child/young person – If you are thinking about starting an Early Help Plan you must speak to the children and their family. You must explain how an Early Help Plan might help them and ensure you obtain their explicit consent before you proceed. Consideration also to be given to who has parental responsibility and therefore the right to consent, not always a biological parent;
3. Unpick / understand – Unpick and seek to understand the family's needs and what can be put in place to help them. There should be a discussion with the children and their family which could take place over several meetings. It is important to ensure that the Early Help Plan reflects these discussions. You will also need to obtain the consent of the children and their family to share information with other practitioners;
4. Form Team Around the Family – Once you have an understanding of the family's needs you should have a much better idea about what the children's strengths and needs are and where support is best focused. The next stage is to identify the most appropriate people to provide that support to become the Team Around the Family (TAF). This could be one person or several people from different services and extended family. A Lead Practitioner should be identified to act as the single point of contact for the children and family and to check that agreed actions are being carried out;
5. Provide Support – the members of the Team Around the Family should work with the family to develop a single support plan with identified outcomes and actions for the family. This will include all of the outcomes identified for the family as a result of the Early Help process as well as the actions being undertaken by each practitioner or family member to achieve them;
6. Review and update – once the family's needs are understood and the support plan developed and implemented they should be reviewed at regular intervals by the Team Around the Family to ensure that appropriate support is provided;

- 7. Closure – Once all outcomes and actions identified in the plan have been achieved resulting in a demonstrable improvement in the family's circumstances, the Early Help Plan should be closed.**

At Jesmond Park Academy the DSL and appropriate pastoral staff will consider the needs of the individual and will involve Early Help where appropriate. The DSL and the pastoral team have regular contact with the Early Help team to discuss any cases they feel are relevant.

**Early Help Plan -Admin Team 0191 211 5805 or
earlyhelpplan@newcastle.gov.uk**