



JARROW SCHOOL



Excellence in
Education

**Policy Title: Safeguarding Children and Child
Protection Policy**

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1. Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children
- Children who are and feel safe make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.
- Policy statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of South Tyneside's Local Safeguarding Children Board (LSCB).

Principles

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activity
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children
- To reduce the risks to children including victimisation, Child Sexual Exploitation, radicalisation and issues such as Female Genital Mutilation and Forced Marriage.

3. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

4. Context

[Section 175 of the Education Act 2002](#) requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

[Section 157](#) of the same act and the [Education \(Independent Schools Standards\) \(England\) Regulations 2003](#) require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

From July 2015 school must ensure that we exercise 'due regard' to prevent and assess the risk of children being drawn into extremism. (see Prevent section).

There is mandatory reporting to police where a discovery is made that an act of Female Genital Mutilation (FGM) appears to have been committed and if we have any evidence to suggest that any child may be subject to Forced Marriage.

Schools do not operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tyneside Children's Board which includes the partnership of several agencies who work with Children and families across the borough.

Jarrow School is committed to respond in accordance with SouthTyneside Safeguarding Children Board and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the Impairment of health (physical or mental) or

development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person. (*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Referral and Assessment Service undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools and colleges,

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns (see section 6 for further guidance on this).

5. Key personnel:

Designated senior person for child protection:

Lorraine Lobban

Deputy designated person:

Kayleigh Clark

Nominated Child Protection Governor:

Lisa Moss

Head Teacher:

Jill Gillies

6. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The local authority maintains a list of all **designated senior persons (DSPs)** for safeguarding and child protection.

Jarrow School has ensured that the DSP:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and head teacher as appropriate
- keeps a record of staff attendance at child protection training
- makes this policy available to parents.

The **deputy designated person** is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The **Governing Body** ensures that the school has:

- a DSP for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training
- child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- a training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals

- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- the chair of governors to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out Any weaknesses or areas of concern will be rectified without delay
- where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

The Head Teacher:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- ensures that child's safety and welfare is addressed through the curriculum.

7. Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice;

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

9. Children who may be particularly vulnerable

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying

- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.
- are young carers

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

10. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counselling or other avenues of external support
- following the procedures laid down in our complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

11. Complaints procedure in respect of poor practice behaviour

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the head teacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures

12. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

13. Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed (further information is contained within the Management of Allegations against Staff Policy) . Sometimes, a child can make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.

The Local Authority Designated Officer (LADO) will also be contacted with regard to any allegations made against staff

14. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the head teacher and nominated child protection governor will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

15. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service (DBS) as appropriate to their role and be registered with the Independent Safeguarding Authority
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the Safeguarding Children and Child Protection Policy.

16. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will check that effective child protection arrangements are in place.

17. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

18. E-Safety

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school operates an Acceptable Use Policy for both staff and pupils which outlines what is expected in terms of keeping safe on line. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

Jarrow School has key adults in school who receive detailed emails of anything of concern from any account within the school immediately via our eSafe filtering system so that it can be dealt with in a timely and appropriate manner.

Safe and acceptable use of mobile and online technologies

Sexting

“Sexting” can be defined as the exchange of self-generated sexually explicit or suggestive images, through mobile picture messages or webcams over the internet. It can also refer to the written word.

Young people may also call it Cybersex, sending a ‘nudie’, ‘picture’ or ‘selfie’.

What are the dangers of “sexting”?

Young people may see “sexting” as harmless activity but there are risks. Taking, sharing or receiving an image, even voluntarily, can have a long-lasting negative impact.

It may be common but “sexting” is illegal. By sending an explicit image a person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

Once sent, the person loses control of images and how they are shared

When images are stored or shared online they become public. They can be deleted on social media or may only last a few seconds on apps like Snapchat, but images can still be saved or copied by others.

These images may never be completely removed and could be found in the future, for example when applying for jobs or university.

The person can become vulnerable to blackmail, bullying and harm.

- *Blackmail - an offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.*
- *Bullying - if images are shared with their peers or in school, the child may be bullied.*

- *They may become the subject of unwanted attention.*
- *Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.*
- *This will often lead to emotional distress.*
- *Children can feel embarrassed and humiliated. If they are very distressed this could lead to suicide or self-harm.*

The school response to sexting and inappropriate use of technology

If indecent images of a child are found, the staff member involved should:

Act in accordance with the Safeguarding / Child Protection Policy and notify one of the Designated Child Protection teachers.

The CP staff will:

- Ensure that the device containing the images (if available) is securely stored
- Carry out a risk assessment in relation to the young person/people and incident
- Ensure that support for vulnerable children is provided
- Determine on a case by case basis, whether to impose internal sanctions, inform parents and/or whether it is appropriate to refer the matter to external agencies such as the police or social services.

It is important to remember that it won't always be appropriate to involve other parties. This will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

Factors for all responsible adults to consider when determining the response are:

- ✓ Is the activity appropriate for the age group or is it extreme behaviour? Was the subject of the image under 18 years of age when the image was taken? Is there an age differential between people involved of greater than 3 years?
- ✓ Has the child suffered abuse? Are they in care or a vulnerable child? Have they been involved in the criminal justice system? Could their actions have been influenced by the behaviour of influential adults?
- ✓ Were they subjected to coercion or bullying, or was the incident willingly entered into? Were adults involved? Does it appear that the image was taken under duress or is an act of violence depicted in the image? Is the person who appears in the image being harassed or bullied as a result of the image?
- ✓ How provocative or explicit is the image? Does it break the law, i.e. is it a child sex abuse image?

- ✓ How widely was the image shared and with whom? How was it passed around? Are students at the school accessing the image? Are they discussing, accessing or disseminating it on school property or during the school day? Do they know where the image has ended up?
- ✓ Was it naiveté or was there intent to harm another? What other motive might there be? Was there sexual attention seeking?
- ✓ Depending on the answers to some of the questions above, school CP staff will risk-assess the situation in order to work out whether they need to escalate the issue to protect those involved.

Further help and advice

Advice about “sexting” and many other related matters can be sought from trained counsellors via NSPCC or ChildLine websites.

19. Safeguarding and Child Protection Procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

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 (this used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. 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, 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, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[\(Definitions taken from Working Together to Safeguard Children\)](#)

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents are able to view the school's anti-bullying policy online via the schools website and the subject of bullying is addressed at regular intervals in the Social, Moral and Cultural (SMC) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day
- if the DSP is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- do not start your own investigation

- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- record a written account of your concern
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure that you keep a written account of these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated person.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it until the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.

- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible and hand it to the designated person.
- Seek support if you feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care.

Referral to children's social care

The DSP will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Other referrals

In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

Inform LA of any pupil to be deleted from school admission register and follow Missing from Education protocols

Inform the LA of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

CSE – guidance taken from – ‘ Child Sexual Exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation’. February 2017

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation (CSE) has become a growing and serious concern and is recognised as a form of child sexual abuse. Jarrow School are committed to protecting and supporting the school community and working with partner agencies to prevent, identify and report CSE as well as offering support to students and their families who may have been affected.

At Jarrow School, we strive to support and teach students about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. As a school we promote healthy friendships and relationships through the school ethos, school policies, student-staff relationships, SMC curriculum and through more interactive learning resources such as ‘Chelsea’s Choice’. An awareness of the risk factors and signs and indicators of CSE

Vulnerability factors to CSE

Children are more vulnerable to abuse through sexual exploitation if they have experience of one or more of the following:

- Child sexual abuse
- Domestic violence within the family
- Family breakdown
- Physical abuse and emotional deprivation
- Bullying in or out of school is key for all staff as is how to access support and guidance.

CSE Support

A multi-agency approach will be adopted to ensure that holistic support is available – involving partner agencies such as the Police, Children’s Social Care, School Nurse, South Tyneside Missing, Sexually Exploited and Trafficked (MSET) or the LSCB.

Prevention

Staff will be made aware of this policy and the importance of on-going vigilance and early intervention to prevent the likelihood for sexual exploitation and abuse occurring.

The issue of Child Sexual Exploitation will also be raised on different levels within the school and will be informed by support and guidance from the Local Authority and partner agencies as appropriate:

At a while school level, this will be achieved through staff briefings and training, which will provide information and guidance relating to CSE as well as the support available in school and through external agencies.

Information and guidance will be provided and reinforced to students through tutor time and the SMC curriculum. This will provide positive guidance and advice to facilitate and support healthy personal and social development, along with e-safety issues.

At an individual level, where concerns are identified or suspected (through information received or disclosed) a response will be fashioned in line with the above Safeguarding and Child Protection Policy. All expressions of concern will be taken seriously and investigated.

Any concerns in relation to CSE should be discussed with the Student Safeguarding Support Manager, Kayleigh Clark or Designated Teacher for Safeguarding, Lorraine Lobban before the end of the school day on the same day as disclosure.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Written information will be stored in a locked facility and and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality and information-sharing is available to parents and children on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the child's safety.
- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- SEN
- Behaviour
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

20 Early Help

In line with new guidance from 'Keeping Children Safe in Education' (September 2018) Jarrow School have a responsibility to identify and support those students who require early help; needs will be assessed by the student Safeguarding Support Manager.

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, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Jarrow School will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children. School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

21 Children Missing from Education

Any child, who has truanted, absconded or is missing from Jarrow School for a period of one or more days will undergo a 'Return to School' Interview with the Student Safeguarding Support Manager. This process is aimed at highlighting any needs or vulnerabilities that may be unassessed and to implement a support plan in order to prevent further episodes of missing. Information is shared with the LSCB and where appropriate Police and Children's Social Care. Return to School Assessments are monitored by Leah Collinson (LSCB)

22. PREVENT Strategy

Within Jarrow School we will adopt the Prevent Strategy specifically:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Jarrow School can help to protect children from extremist and violent views in the same ways that we help to safeguard children from drugs, sexual exploitation or alcohol. Any concerns of this nature will be passed to Miss Clark in the same way as other child protection issues.

The purpose must be to protect children from harm and ensure that they are taught in a way that is consistent with the law and our values. Awareness of prevention and the risks it is intended to address are both vital. All staff will receive training in line with the PREVENT resources. Staff can help identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals will be reported in line with other safeguarding procedures.

Ms Gillies, Mrs Lobban or Miss Clark will contact Graeme Littlewood, the Local Authority Lead Officer for PREVENT from South Tyneside Community Safety Team on 0191 4247935 to discuss any concerns.

Northumbria Police can also be contacted on 0191 4547555.

In case of imminent threat we would contact the Anti-Terrorism Unit via '999'.

23. Contact information for key personnel:

Name	Details
Hilary Bagley Local Authority Designated Officer	T: 0191 424 6302 E: hilary.bagley@southtyneside.gov.uk
Children and Families Social Care	
South Tyneside Council Children and Families Social Care Contact and Referral Service	T: 0191 424 5010 (office hours) T: 0191 456 2093 (outside office hours) E: contactandreferralteam@southtyneside.gcsx.gov.uk
Child Protection Plan Administrator	
Children's Standards Unit	T: 0191 454 5021 E: Children's.StandardsUnit@southtyneside.gov.uk
Complaints	
Ros Watters Local Authority Customer Services Manager	T: 0191 424 4679 E: ros.watters@southtyneside.gov.uk
Contraception and Sexual Health Services	
South Tyneside NHS Foundation Trust	T: 0191 451 6102
Designated Doctor	
Dr Sunil Gupta	T: 0191 202 4032

<p>South Tyneside Clinical Commissioning Group Designated Doctor / Consultant Paediatrician</p>	<p>E: Sunil.Gupta@stft.nhs.uk</p>
<p>Designated Nurse</p>	
<p>Carol Drummond South Tyneside Clinical Commissioning Group Safeguarding Lead/Designated Nurse</p>	<p>T: 0191 283 1307 E: carol.drummond@nhs.net</p>
<p>Early Help Advice Team</p>	
<p>Early Help Advice Team</p>	<p>T: 0191 424 6214 E: EHAT@southtyneside.gov.uk</p>
<p>Independent Reviewing Officers</p>	
<p>Independent Reviewing Officers Children's Standards Unit</p>	<p>T: 0191 454 5021 E: Children's.StandardsUnit@southtyneside.gov.uk</p>
<p>LADO</p>	
<p>Hilary Bagley Local Authority Designated Officer</p>	<p>T: 0191 424 6302 E: hilary.bagley@southtyneside.gov.uk</p>
<p>Key Contacts</p>	
<p>John Pearce South Tyneside Council Corporate Director Children, Adults and Health</p>	<p>T: 0191 424 7701 E: john.pearce@southtyneside.gov.uk</p>

<p>Shona Gallagher South Tyneside Council Head of Children and Families Social Care</p>	<p>T: 0191 424 4749 E: shona.gallagher@southtyneside.gov.uk</p>
<p>Jackie Nolan South Tyneside Safeguarding Children Board Business Manager</p>	<p>T: 0191 424 6513 E: jacqueline.nolan@southtyneside.gov.uk</p>
<p>Beverley Scanlon Education Learning and Skills, Head of Learning and Early Help</p>	<p>T: 0191 424 7015 E: beverley.scanlon@southtyneside.gov.uk</p>
<p>John Lambert South Tyneside Council Service Manager Early Response and Contact</p>	<p>T: 0191 424 4703 E: john.lambert@southtyneside.gov.uk</p>
<p>Tony Joyce South Tyneside Council Service Manager LAC</p>	<p>T: 0191 424 4647 E: tony.joyce@southtyneside.gov.uk</p>
<p>Carol Drummond South Tyneside Clinical Commissioning Group Safeguarding Lead/Designated Nurse</p>	<p>T: 0191 283 1307 E: carol.drummond@nhs.net</p>
<p>Vicky Smith South Tyneside NHS Foundation Trust Lead Nurse Safeguarding</p>	<p>T: 0191 283 1452 E: vickysmith2@nhs.net</p>
<p>Aelfwynn Sampson Northumbria Police</p>	<p>T: 101 ext 65114 E:</p>

<p>Detective Chief Inspector</p>	<p>Aelfwynn.Sampson.7057@northumbria.pnn.police.uk</p>
<p>Matrix Service</p>	
<p>Melanie Soutar Matrix Service Manager</p>	<p>T: 0191 497 5637 E: Melanie.soutar@ypmatrix.org</p>
<p>Safeguarding Children Nursing Team</p>	
<p>Vicky Smith South Tyneside NHS Foundation Trust Lead Nurse Safeguarding (Named Nurse)</p>	<p>T: 0191 283 1452 E: vickysmith2@nhs.net</p>