JARROW SCHOOL

Excellence in Education

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

Leader: **Ali McConway**

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Important contacts

- **Designated Safeguarding Lead (DSL)/ Designated Teacher - LAC**: Ali McConway – 0191 428 3200 / amcconway@jarrowschool.com
- **DSL / Student Safeguarding Support Manager**: Kayleigh Mather – 0191 428 3200 / kmather@jarrowschool.com
- **Deputy DSL / Student Safeguarding Support Assistant:** Michelle Frame – 0191 428 3200 / mframe@jarrowschool.com
- **Headteacher**: Paul Atkinson – 0191 428 3200 / patkinson@jarrowschool.com
- **Chair of Governors**: Enid Fairbrother – 0191 428 3200 / efairbrother@jarrowschool.com
- **South Tyneside Multi-Agency Safeguarding Hub (MASH):** 0191 4245010
- **Local Authority Designated Officer (LADO)**: Angela Nolan – 0191 424 4701 / 07920 817896 / Angela.Nolan@southtyneside.gov.uk
- **Channel helpline**: 020 7340 7264

Safeguarding statement: Safeguarding and promoting the welfare of children is everyone's responsibility. We maintain a whole-school safeguarding culture in which the best interests of the child are paramount. All children will be listened to, their views taken seriously, and they will be supported to speak to trusted adults and access help promptly.

1. Aims

- To safeguard and promote the welfare of all children, including by providing help and support as soon as problems emerge.
- To ensure appropriate action is taken in a timely manner to identify, assess and respond to safeguarding concerns.
- To ensure all staff understand their statutory safeguarding responsibilities and know how to report concerns.
- To embed a child-centred, co-ordinated and whole-school safeguarding culture.
- To ensure safeguarding arrangements are effective, evidence-informed and regularly reviewed.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance and relevant legislation, including:

- Keeping children safe in education 2026: September 2026
- Working Together to Safeguard Children, March 2026
- Education Act 2002 (sections 175 and 157)
- Children Act 1989 and 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR and Data (Use and Access) Act 2025
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers

Where there is any conflict between this policy and statutory guidance, legislation and statutory guidance will prevail. The school will also follow South Tyneside Safeguarding Children's Partnership arrangements, threshold documents, procedures and escalation arrangements.

3. Definitions

- Safeguarding and promoting the welfare of children means: providing help and support as soon as problems emerge; protecting children from maltreatment, whether inside or outside the home, including online; preventing impairment of mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes.
- Child protection is part of safeguarding and refers to activity undertaken to protect children who are suffering, or are likely to suffer, significant harm.
- A child-centred approach means keeping the child's best interests at the centre of decision-making and listening to and understanding the child's wishes and feelings.
- Abuse, neglect and exploitation are rarely standalone events; in many cases multiple issues overlap.
- Children includes everyone under the age of 18.

The three safeguarding partners are South Tyneside Local Authority, NHS Northeast and North Cumbria Integrated Care Board and the Northumbria Police Chief Constable. The school will work in partnership with them and other agencies to safeguard and promote the welfare of children.

4. Equality and anti-discriminatory practice

Some children have an increased risk of abuse or face additional barriers to recognising or disclosing abuse. We are committed to anti-discriminatory, inclusive and child-centred practice. We recognise children's diverse circumstances

and will ensure that all children receive the same protection and support, regardless of any protected characteristic, additional need or disadvantage.

- Children with SEND or certain health conditions
- Young carers
- Children who may experience discrimination due to race, ethnicity, religion, sex, disability, gender identity or sexuality
- Children with English as an additional language
- Children in temporary accommodation or experiencing domestic abuse, parental substance misuse or adult mental ill-health
- Children at risk of FGM, forced marriage, exploitation, radicalisation or serious violence
- Asylum-seeking and refugee children
- Looked-after, previously looked-after children and children in kinship care
- Children with a social worker

5. Roles and responsibilities

5.1 All staff, volunteers and governors

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, governors, trustees, volunteers, supply staff, contractors and visitors, including during extended school activities and off-site provision.

- All staff at Jarrow School will read and understand Part One of KCSIE 2026. The school will maintain records to demonstrate this has been completed.
- The governing body will ensure that all staff, whether or not they work directly with children, read and understand Part One of KCSIE 2026 and are supported to understand and discharge their safeguarding responsibilities.
- All staff will know the identity of the DSL and deputies, the child protection policy, the staff code of conduct, the behaviour policy, systems for children who are absent or missing from education, and local reporting pathways.
- All staff will be aware of early help, referral pathways, allegations and low-level concerns processes, whistleblowing routes, and the need to act on concerns without delay.
- All staff should be alert to signs of abuse, neglect, exploitation, child-on-child abuse, serious violence, radicalisation, online risks, and consensual and non-consensual sharing of nude and semi-nude images and/or videos.

5.2 The Designated Safeguarding Lead (DSL) and deputies

The DSL is a member of the senior leadership team. Our DSL is Ali McConway. Kayleigh Mather is an additional DSL/Student Safeguarding Support Manager. Michelle Frame is the deputy DSL. During term time the DSL team will be available during school hours for staff to discuss safeguarding concerns. Where the DSL and deputy DSL are absent, the Headteacher will act as cover for urgent safeguarding matters.

- The DSL takes lead responsibility for child protection and wider safeguarding, including online safety.
- The DSL will be given the time, funding, training, resources and support to carry out the role effectively.
- The DSL will provide advice and support to staff, manage referrals, work with statutory safeguarding partners and other agencies, contribute to assessments, support child protection conferences and core groups, manage child protection files and transfer them securely, and raise awareness and training across the school.
- The DSL will support a child-centred approach by understanding and reflecting the views, wishes and feelings of children in decision-making.
- The DSL will keep the Headteacher informed of safeguarding issues and liaise with the local authority case managers and designated officers where appropriate.

5.3 The governing body

The governing body will approve this policy, ensure it complies with the law, and hold the Headteacher to account for its implementation. All governors will receive appropriate safeguarding and child protection (including online safety) training at induction and regular updates thereafter.

Safeguarding assurance and oversight

- The governing body will ensure that safeguarding arrangements are effective, evidence-informed and compliant with statutory requirements.
- The governing body will receive regular safeguarding reports (at least termly) from the DSL, including themes of concerns, referrals, early help activity, attendance-related safeguarding concerns, training compliance, safer recruitment activity, filtering and monitoring assurance, and safeguarding audit findings.
- Governors will use this information to provide robust scrutiny and challenge, and to ensure that identified risks are addressed promptly.
- The governing body will seek assurance that children's voices are heard and acted upon, that online filtering and monitoring systems are effective and regularly reviewed, and that safeguarding policies and procedures are consistently applied in practice.
- The governing body will ensure appropriate internal and external safeguarding audits are undertaken and acted upon, and that safeguarding remains a strategic priority.

A named safeguarding governor will provide strategic oversight of safeguarding arrangements. The Chair of Governors will act as case manager where an allegation is made against the Headteacher, where appropriate.

5.4 The Headteacher

- Implement this policy and ensure safeguarding systems are understood and followed.
- Ensure all staff, including temporary staff, volunteers and contractors, receive safeguarding induction, training and regular updates.
- Ensure the DSL has appropriate capacity, status and resources, and that there is always adequate safeguarding cover.
- Communicate this policy to parents and carers and publish required safeguarding information on the school website.
- Act as case manager in allegations that may meet the harm threshold against staff, supply staff, contractors or volunteers, where appropriate.

5.5 Multi-agency working

The school is part of the wider safeguarding system for children and will work in partnership with safeguarding partners, children's social care, health, police and other agencies. The school will follow local threshold documents, referral procedures and escalation (professional challenge) procedures. Where there is disagreement about the response to a concern, the school will use the local escalation process (South Tyneside Escalation and Challenge Protocol) to ensure children receive the right help at the right time.

6. Record keeping and information sharing

- All safeguarding and child protection records will be accurate, factual, timely and stored securely with access limited to authorised staff.
- Child protection files will be kept separate from the main pupil file.
- Staff should record all safeguarding concerns, discussions, decisions and the reasons for those decisions in writing. If in doubt about whether to record something, staff should discuss it with the DSL but should not delay action.
- Information will be shared on a need-to-know basis where this is necessary to safeguard and promote the welfare of children.

- Staff must not assume somebody else will pass on information that may be critical to keeping a child safe.

The school recognises that UK GDPR and the Data Protection Act 2018 do not prevent the sharing of information for safeguarding purposes. Fears about sharing information must not stand in the way of safeguarding children. The school will follow the seven golden rules for information sharing and the relevant DfE and ICO guidance.
The DSL will ensure child protection files are transferred securely and separately from the main pupil file when a child moves school. Receipt of the file will be confirmed by the receiving school and transfer will take place within 5 days for in-year transfer and within first 5 days of new term which is in line with statutory and local expectations.

7. Recognising abuse and taking action

7.1 Immediate risk of harm

If a child is suffering or likely to suffer significant harm, or is in immediate danger, staff must make a referral to children's social care and/or the police immediately. Anyone can make a referral. The DSL must be informed as soon as possible if a referral is made directly by a member of staff.
Staff should report concerns verbally (Conversational referral) to South Tyneside's Multi-Agency Safeguarding Hub (MASH) on 0191 424 5010 during office hours, or 0191 456 2093 outside office hours.

7.2 If a child makes a disclosure

- Listen carefully, take the child seriously and do not ask leading questions.
- Stay calm and do not show shock or disbelief.
- Tell the child they have done the right thing by telling you.
- Do not promise confidentiality; explain that information will be shared only with people who need to know in order to help keep them safe.
- Record the disclosure using the child's own words as soon as possible, sign and date it, and pass it to the DSL without delay.

7.3 Early help

Any child may benefit from early help. Staff should be particularly alert to the potential need for early help for children listed in KCSIE, including children with SEND, children with a social worker, children frequently missing education, children who are being drawn into anti-social or criminal behaviour, children at risk of exploitation, radicalisation, so-called honour-based abuse, forced marriage, homelessness or persistent absence, and children who have experienced multiple suspensions or are at risk of permanent exclusion.
If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up support. The school will keep the case under review and consider referral to children's social care if the child's situation is not improving in line with South Tyneside's Framework for Decision Making (Threshold Document).

7.4 Referral pathway and consent

Where possible, staff should speak to the DSL first to agree a course of action. However, if the DSL is not available, this must not delay appropriate action being taken. Staff may seek advice from children's social care or the NSPCC and may make a referral directly if appropriate. The DSL must be informed as soon as possible afterwards.
The school will normally seek to discuss concerns with parents or carers before making a referral. However, parental consent will not be sought, or will not delay a referral, where doing so may place a child at risk of harm, compromise a safeguarding investigation, or lead to the loss of evidence. In such cases a referral will be made immediately in the best interests of the child. Staff must always prioritise the safety and welfare of the child over all other considerations.

If a referrer is not satisfied with the outcome of a referral, the school will follow South Tyneside's Escalation and Challenge Protocol.

7.5 Specific reporting duties and concerns

- FGM: Any teacher who discovers that an act of FGM appears to have been carried out on a girl under 18 must personally report this to the police immediately and then discuss the case with the DSL unless specifically told not to do so. Other staff must report concerns to the DSL and follow local safeguarding procedures. Staff must never examine pupils.
- Extremism and all: If there is a concern that a child is being radicalised, staff should speak to the DSL. The DSL will consider the level of risk and may refer to Channel, children's social care or the police as appropriate. In an emergency, call 999.
- Mental health concerns, including self-harm, suicidal ideation and suicide attempts, may be indicators that a child has suffered or is at risk of abuse, neglect or exploitation. Staff must remain alert to this possibility and follow safeguarding procedures where there is concern for a child's welfare or safety.
- Children who are absent or missing from education: repeated or unexplained absences may indicate abuse, neglect or exploitation and will be treated as a safeguarding concern.

7.6 Child-on-child abuse

We recognise that children can abuse other children and that child-on-child abuse can take place inside or outside school and online. It will always be taken seriously and never dismissed as banter, part of growing up, or boys being boys. We recognise the gendered nature of abuse but all child-on-child abuse is unacceptable and will be responded to seriously.

The school recognises the importance of preventing violence against women and girls (VAWG), misogynistic attitudes, harmful gender stereotypes and sexist behaviour. These behaviours may contribute to a culture in which abuse becomes normalised and will be challenged wherever identified. The school recognises that misogyny, misandry and harmful gender-based attitudes can contribute to abusive behaviours and will challenge such behaviour rigorously.

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children
- physical abuse
- sexual violence and sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation/hazing type violence and rituals

When an allegation is made by a child against another child, staff must record the concern and report it to the DSL without investigating. The DSL will carry out a risk and needs assessment, consider the safety and support of all children involved, and involve statutory agencies where appropriate.

7.7 Responding to reports of sexual violence and sexual harassment

All staff should be able to reassure victims that they are being taken seriously, supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse or be made to feel ashamed for making a report. The school will follow KCSIE Part 5 when responding to such reports and will consider the ages and developmental stages of the children involved, the nature of the allegations, and whether a crime may have been committed.

7.8 Sharing nude and semi-nude images

- Any incident involving nude or semi-nude images or videos must be reported to the DSL immediately.
- Staff must not view, copy, share, print, save or delete imagery, or ask a child to share or download it, unless there is a clear safeguarding reason and this forms part of the DSL's risk-managed response.
- The DSL will decide on the appropriate response, including parental involvement, support, and referral to police or children's social care where required.

8. Notifying parents and carers

The DSL will normally discuss safeguarding concerns with parents or carers. Other staff will only do so following consultation with the DSL. Parents or carers will not be informed if doing so would place a child at increased risk, compromise an investigation or delay urgent safeguarding action. In such cases the DSL will seek advice from children's social care and/or the police where appropriate.

9. Pupils with special educational needs and disabilities (SEND)

We recognise that children with SEND can face additional safeguarding challenges and may have increased vulnerability to abuse. Adults will be alert to additional barriers, including assumptions that indicators of abuse are related to the child's disability, communication barriers, and increased risk of isolation or bullying. We will provide appropriate support and make reasonable adjustments to ensure children with SEND can communicate concerns and access help.

10. Pupils with a social worker

Where we are aware that a child has a social worker, this information will inform decisions about safeguarding, attendance, behaviour, mental health, learning and pastoral support. The DSL and all staff will work with and support social workers to help protect vulnerable children and improve educational outcomes.

The school recognises that young carers may face additional vulnerabilities and barriers to education and safeguarding support. Staff will consider the impact of caring responsibilities when assessing wellbeing and safeguarding concerns.

11. Looked-after, previously looked-after children and children in kinship care

The school will ensure staff have the knowledge, skills and understanding to safeguard looked-after children, previously looked-after children and children in kinship care. The DSL will maintain contact details for relevant social workers and virtual school heads. The school has appointed an appropriately trained designated teacher to promote the educational achievement of looked-after and previously looked-after children and to work closely with the DSL and virtual school.

12. Children who are lesbian, gay, bi, or gender-questioning

The fact that a child may be lesbian, gay, bi or gender-questioning is not in itself an inherent risk factor for harm. However, such children can be targeted by other children and may face additional barriers to disclosure or support. The school will follow current DfE guidance regarding children who are gender-questioning. Decisions will be made on a case-by-case basis, taking account of the child's welfare, wishes and feelings, parental involvement where appropriate, safeguarding risks, and advice from relevant professionals.

13. Mobile phones, cameras, online safety, filtering and monitoring

Staff may bring personal phones to school for their own use, but use will be limited to non-contact time when pupils are not present. Staff must not take pictures or recordings of pupils on personal devices. The school will follow data protection law when taking and storing images.

The school operates as a mobile phone-free environment for pupils throughout the school day except where specific authorised exceptions apply. See Mobile Phone Policy.

Online safety is a whole-school safeguarding issue. The school will maintain an effective approach to online safety through curriculum, staff vigilance, reporting systems, and technical safeguards.

- The school maintains appropriate filtering and monitoring systems.
- These systems will be formally reviewed and documented at least annually, and more frequently where required, to ensure they remain effective, proportionate and fit for purpose.
- Annual filtering and monitoring reviews will be completed by the nominated senior leader responsible for filtering and monitoring, supported by the DSL and IT support provider. Findings, actions and testing records will be retained.
- The governing body will seek assurance that filtering and monitoring systems are operating effectively and that identified concerns are acted upon.
- Pupils will be taught about online safety, including misinformation, disinformation, conspiracy theories, AI-generated content, deepfakes, nudification applications, image-based abuse, misinformation, disinformation, conspiracy theories online manipulation, online sexual harassment and how to report concerns.
- The school will work with parents and carers to support safe use of technology.

14. Complaints, concerns about safeguarding practice and whistleblowing

The school's complaints procedure will be followed where a child or parent raises a concern about poor practice that does not initially meet the harm threshold. Complaints likely to require a child protection investigation will be handled under the allegations procedures in Appendix 3.

14.1 Whistleblowing

All staff have a responsibility to raise concerns about poor or unsafe practice and potential safeguarding failures. Concerns can be raised internally with the Headteacher, DSL or another senior leader, or with the Chair of Governors where the concern relates to the Headteacher.

Where staff feel unable to raise concerns internally, or believe concerns are not being taken seriously, they may raise concerns externally, including with the LADO or the NSPCC Whistleblowing Advice Line on 0800 028 0285. Staff should not assume concerns are being dealt with by others. The school will ensure that staff who raise concerns in good faith are supported and protected and will not suffer detriment for doing so.

14.2 Low-level concerns

Creating a culture in which all concerns about adults are shared responsibly, recorded and dealt with appropriately is critical. All staff must report any low-level concern about another adult's behaviour to the Headteacher, or to the Chair of Governors if the concern is about the Headteacher. Low-level concerns will be recorded, reviewed for patterns, stored securely and dealt with promptly and proportionately.

15. Record retention and transfer

- Safeguarding records will be retained in line with the school's retention schedule and statutory guidance.
- Confidential information will be held securely and only available to those who have a right or professional need to see it.
- Where a child with a safeguarding file moves to another school, the DSL will ensure the file is transferred promptly, securely and separately from the main pupil file. Where concerns are significant or complex, or social care is involved, the DSL will also speak directly to the receiving DSL to support continuity of safeguarding.

16. Training, induction and safer recruitment culture

16.1 Staff training and induction

- All staff will receive safeguarding and child protection training at induction, including child-on-child abuse, online safety, the staff code of conduct, behaviour expectations, children absent from education, early help, whistleblowing routes, low-level concerns, and specific safeguarding issues relevant to the school and local area.
- All staff will receive regular safeguarding updates, at least annually, and more frequently where needed.
- All staff will receive Prevent duty training/awareness appropriate to their role.
- Volunteers and contractors will receive safeguarding information and training proportionate to their role.

16.2 DSL and governor training

- The DSL and deputies will undertake formal safeguarding training at least every two years and update their knowledge and skills at regular intervals, and at least annually.
- Governors will receive safeguarding and child protection training, including online safety and filtering/monitoring oversight, at induction and regular intervals thereafter.
- The Chair of Governors will receive training to act as case manager where required.

16.3 Professional boundaries and conduct

- All staff must maintain appropriate professional boundaries at all times.
- Staff must avoid one-to-one situations in secluded or unsupervised areas where possible and use school systems for communication with pupils.
- Staff must not engage in inappropriate contact, including via social media, show favouritism or form inappropriate relationships with pupils.
- Further detail is provided in the Staff Code of Conduct.

16.4 Safer recruitment culture

The school operates a robust safer recruitment process to help deter, reject and identify individuals who may pose a risk to children. The school maintains a Single Central Record in line with KCSIE and will complete the required vetting and barring checks, identity checks, references, online checks, prohibition checks, section 128 checks, right-to-work checks, qualification checks and overseas checks as appropriate for the role. At least one person on every recruitment panel will have completed safer recruitment training.

17. Use of School Premises by third-party organisations

17.1 Safeguarding and Child Protection Policy

Hirers must provide a current Safeguarding/Child Protection Policy, confirmation it is reviewed regularly, and evidence that procedures align with statutory guidance. The policy must include reporting concerns, managing allegations against adults, and safer recruitment practices.

17.2 Designated Safeguarding Lead (DSL)

Hirers must nominate a Designated Safeguarding Lead (DSL), ensure they are trained and contactable during sessions, and provide their details to the school.

17.3 Safer Recruitment and DBS Checks

The hirer must confirm in writing that all staff and volunteers have undergone appropriate pre-employment checks, including Enhanced DBS checks where required, and are suitable to work with children in accordance with KCSIE 2026 and current safer recruitment requirements. The school reserves the right to request evidence.

17.4 Supervision and Staffing Ratios

The hirer is responsible for ensuring appropriate staff-to-child ratios, effective supervision at all times, and that children are not left unsupervised.

17.5 Reporting Safeguarding Concerns

Hirers must report concerns immediately to their DSL and inform the school's DSL of any safeguarding concern involving a child on site. The school's safeguarding procedures take precedence.

17.6. Managing Allegations Against Adults

Allegations must be reported immediately to the hirer's safeguarding lead and the school's Headteacher or DSL. The school will manage the process including referral to the LADO where appropriate.

17.7. Health, Safety and Security (Martyn's Law Compliance)

Hirers must undertake appropriate risk assessments considering entry/exit, crowd control, emergency procedures, and security risks, and comply with site-specific safety arrangements.

17.8 Site Access and Security

Hirers must use agreed areas only, prevent unauthorised access, and implement sign-in procedures where appropriate.

17.9 Code of Conduct

Hirers must ensure staff maintain professional boundaries and follow safe working practices. Use of phones and cameras must comply with safeguarding standards.

17.10. Toilets, Changing Areas and Intimate Care

Arrangements must ensure safe use of facilities, appropriate supervision, and avoidance of unsupervised adult-child situations.

17.11 Insurance

Hirers must hold appropriate public liability insurance including safeguarding cover and provide evidence prior to hire.

17.12 Lettings Agreement

All hires must be subject to a written agreement including safeguarding responsibilities and a clause allowing termination for breaches.

17.13 Monitoring and Compliance

The school may request documentation, monitor activities, and will act immediately if concerns arise. Non-compliance may result in termination.

The school will follow safeguarding procedures and contact external agencies such as Children's Social Care, Police, or LADO if necessary.

18. Monitoring, review and availability

This policy will be reviewed at least annually by the DSL and governing body and earlier if there are changes to statutory guidance, local safeguarding partner arrangements, local threshold documents or school practice. The policy will be made available to staff and published on the school website. Parents and carers will be informed that safeguarding information is available and can be discussed on request.

The school will actively seek the views of pupils on safeguarding through surveys, pastoral systems, reporting routes and student voice forums, and will use this feedback to strengthen safeguarding practice and policy.

19. Links with other policies

- Behaviour for Learning / Behaviour Policy
- Staff Code of Conduct
- Complaints and Compliments Policy
- Health and Safety Policy
- Attendance Policy
- Mobile Phone Policy
- Positive Handling Policy
- Equality Policy
- Relationships, Sex and Health Education / RSE Policy
- Safer Recruitment Policy
- Whistleblowing / Speak Out Policy
- IT Acceptable Use / Online Safety Policy
- Searching, screening and confiscation guidance

Appendix 1: Types of abuse

Abuse, neglect and exploitation issues are rarely standalone and may overlap. The four main categories of abuse are physical abuse, emotional abuse, sexual abuse and neglect. Children may also experience exploitation, domestic abuse, child-on-child abuse, online abuse and other specific safeguarding harms.

Physical abuse: May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child, including fabricated or induced illness.

Emotional abuse: Persistent emotional maltreatment causing severe and persistent adverse effects on emotional development, including conveying worthlessness, silencing a child, age-inappropriate expectations, seeing or hearing the ill-treatment of another, serious bullying, exploitation or corruption.

Sexual abuse: Forcing or enticing a child to take part in sexual activities, including penetrative and non-penetrative acts, or non-contact abuse such as involving children in looking at or producing sexual images, watching sexual activities, grooming or online abuse.

Neglect: Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development, including failure to provide food, clothing, shelter, supervision, protection or appropriate medical care.

Appendix 2: Safer recruitment and DBS checks

- All required vetting checks will be recorded on the Single Central Record.
- The school will verify identity, right to work, qualifications and employment history, obtain references and complete DBS and barred list checks where required.
- Online searches will be undertaken on shortlisted candidates in line with KCSIE.
- Additional overseas checks will be carried out where a person has lived or worked abroad.
- Volunteer roles will be assessed against current regulated activity requirements. Where volunteers undertake regulated activity, the school will obtain the required Enhanced DBS and Children's Barred List checks in line with KCSIE 2026 and associated legislation.
- Written confirmation of required safeguarding checks will be obtained for agency staff, contractors, alternative provision staff and trainees where appropriate.
- The school retains ultimate responsibility for safeguarding pupils on roll who are placed in alternative provision and will monitor placements regularly and obtain written safeguarding assurance.

Appendix 3: Allegations about staff, supply staff, volunteers and contractors

This section applies where it is alleged that a person working in or on behalf of the school has behaved in a way that has harmed a child, may have harmed a child, may have committed a criminal offence related to a child, has behaved towards a child in a way that indicates they may pose a risk of harm, or has behaved in a way that may mean they are not suitable to work with children.

- Concerns that may meet the harm threshold will be reported immediately to the Headteacher (or the Chair of Governors if the concern is about the Headteacher).
- The case manager will discuss the allegation promptly with the LADO and agree next steps, including whether police or children's social care should be involved.
- Suspension will not be the default position and will only be considered where necessary after considering alternatives.
- Parents will be informed as soon as possible where appropriate, following advice from statutory agencies where relevant.
- Referrals will be made to the DBS and/or Teaching Regulation Agency where the legal threshold is met.
- Clear records will be maintained and confidentiality preserved while allegations are investigated.

Appendix 4: Specific safeguarding issues and local procedures

Children absent or missing from education: A child going missing from education, particularly repeatedly, is a potential warning sign of abuse, neglect, exploitation, FGM, forced marriage, serious violence, radicalisation or other safeguarding issues. The school will follow local attendance and CME procedures and make referrals where appropriate.

Elective home education: Where a parent elects to home educate, the school will notify the local authority promptly, seek to hear the child's voice, and share safeguarding concerns where relevant.

Children missing from home/ Operation Endeavor: Children who go missing from home may be at higher risk of exploitation. School will consider missing episodes as a potential indicator of harm. School will act on all Operation Endeavor notifications and work in partnership with the South Tyneside Missing Persons Coordinator, supporting the process of 'Return Home Interviews'.

Child criminal exploitation (CCE) and domestic abuse: Staff must be alert to indicators such as unexplained gifts, changes in behaviour, missing episodes, association with exploitative adults or peers, and disengagement from education. Concerns will be reported to the DSL and escalated as appropriate.

Child sexual exploitation (CSE): CSE is a form of abuse that may involve an exchange for something the child needs or wants and can take place online or offline. Staff should report concerns to the DSL immediately.

Domestic abuse / Operation Encompass: Children can be victims of domestic abuse in their own right. The DSL will act on Operation Encompass notifications and ensure support is provided.

Homelessness: The DSL and deputies will know local housing referral routes. Safeguarding referrals will also be made where a child has been harmed or is at risk of harm.

So-called honour-based abuse, including FGM and forced marriage: All forms are abuse and will be handled as such. Staff must be alert to warning signs and follow local procedures promptly.

Preventing radicalisation: The school will assess the risk of children being drawn into terrorism, work with safeguarding partners and local police, maintain suitable internet filtering and equip pupils to stay safe online.

Visitors and visiting speakers: All visitors must verify their identity and reason for visiting. Visiting speakers will be risk assessed and supervised as appropriate. The school will not knowingly invite speakers who seek to disseminate extremist views.

Work experience and alternative provision: The school will ensure policies and procedures are in place to protect children from harm in external placements and will obtain written safeguarding assurance from providers.

Staff working in alternative provision settings

- Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.
- When we place a pupil in an alternative provision provider, we continue to be responsible for the safeguarding of that pupil. We will ensure that we are satisfied that the placement meets the pupil's needs and monitor the placement continuously.

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.

Appendix 5: Key personnel and local contact information

- Early Help: 0191 424 6214
- Families Information Service: 0800 783 4645 / FIS@southtyneside.gov.uk
- MASH / Front Door: 0191 424 5010 (office hours) / 0191 456 2093 (out of hours) / Frontdoor@southtyneside.gov.uk
- Children Cared For and Care Leavers Teams (ILAC): 0191 427 2830
- Children's Standards Unit: 0191 454 5021
- Fostering Service: 0191 423 8500 / Fostering@southtyneside.gov.uk
- South Tyneside Safeguarding Children Partnership: 0191 4246512
- Designated Nurse Safeguarding Children, Northeast and North Cumbria ICB: 07385 382 817 / victoriacotter@nhs.net
- SEND Services: 0191 424 7410 / SEN@southtyneside.gov.uk
- South Tyneside Virtual School: 0191 427 3490 / VirtualSchool@southtyneside.gov.uk/ Virtual Head: Helen Hall: 07866186284

Reference note: This merged draft was prepared using the uploaded school policy and updated against KCSIE 2026 and Working Together 2026 statutory guidance.