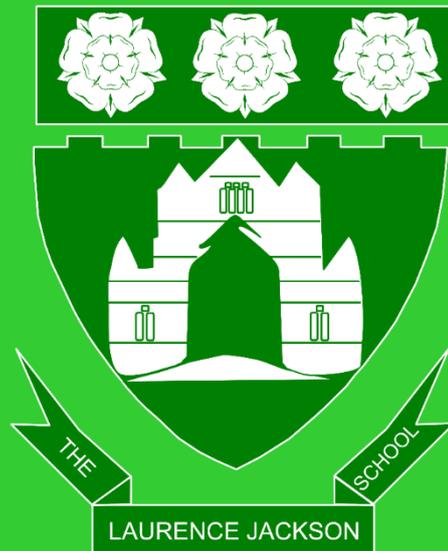


SAFEGUARDING & CHILD PROTECTION POLICY



Year	Designated Safeguarding Lead	Deputy/Deputies	Safeguarding Governor
2019 - 2020	Mr M Bayston	Miss L Sarginson Mrs R Alderson	September 2019 – February 2020 Mr A Ankers February 2020 Mrs J Richards
2020 - 2021	Mr M Bayston	Miss L Sarginson Mrs R Alderson	Mrs J Richards

Review Date	Changes made	Governing Body
February 2020	Conversion to Academy – Whole policy Review	Board member appointed
March 2020	Covid-19 Update and additions	N/A
September 2020	CPOMS Implemented, KCSiE(2020) guidance applied.	

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1. Purpose and Aim

1.1

Laurence Jackson's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Laurence Jackson school creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

1.2

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

1.3

Governors and staff are committed within Laurence Jackson School to keeping children safe and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

2. Introduction

Laurence Jackson School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Laurence Jackson's child protection policy:

- I. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence (Female Genital Mutilation and Forced Marriage.)

- II. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Mr Matthew Bayston or Deputy Designated Safeguarding Leads Miss Lindsey Sarginson or Mrs Rebecca Alderson or the South Tees Multi Agency Childrens Hub (MACH) (01642 130700) directly IF NECESSARY. 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)
- III. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
- IV. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

2.1

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

(KCSIE 2020)

2.2

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2019 pages 89-91. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

2.3

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer Abuse
- Up-skirting, Sexual Violence and Sexual Harassment between children in schools and colleges

(KCSIE 2020)

2.4

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services

This policy applies to Laurence Jackson School's whole workforce

3. Framework and Legislation

3.1

No Schools 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 Tees MACH which includes the partnership of several agencies who work with children and families across the Borough.

3.2

Laurence Jackson School is committed to keeping children safe and safeguarding all children in accordance with Child Protection via South Tees MACH and partner agencies in all cases where there is a concern about significant harm.

3.3

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.

3.4

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)

3.5

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 South Tees MACH undertakes this responsibility on behalf of the Local Authority once a referral has been made.

3.6

Keeping Children Safe in Education, September 2020, 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 2018 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

4. Roles and Responsibilities of all staff

4.1

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition

to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

4.2

Everyone who encounters children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Laurence Jackson School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers. Therefore, it is important that ALL staff:

- Ensure that they always listen to and reflect on the voice of the child and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the south tees MACH if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded in writing. This will be recorded electronically on CPOMS.
- Ensure that they maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead/Head Teacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure that under the Counter Terrorism and Security Act, April 2015 that the school has 'Due regard' To Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in

local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).

- Ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy/Acceptable usage in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

4.3

Laurence Jackson School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

5. The Designated Safeguarding Lead

5.1

Laurence Jackson School has appointed from our SLT, Mr Matthew Bayston to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and can provide advice and support to other staff on child welfare and child protection matters. This person can take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

5.2

The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2020).

6. Role of the Designated Safeguarding Lead

6.1

At Laurence Jackson School we have appointed the following Deputy Designated Leads Miss Lindsey Sarginson and Mrs Rebecca Alderson who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

6.2

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

6.3

The Designated Safeguarding Lead has a very detailed role, (see below) However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the South Tees MACH (01642 130700). The broad areas of responsibility for the Designated Safeguarding Leads, but not limited to are identified below:

i. **Manage Referrals**

- Refer cases of suspected abuse to the South Tees MACH.
- Support staff who make referrals to the South Tees MACH.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (VEMT lead) or Female Genital Mutilation and Forced Marriage).

ii. **Work with others**

- Act as a point of contact with all safeguarding partners
- As required liaise with the case manager (Head Teacher, or where the Head Teacher is the subject of the allegations, the Chair of Governors) and the LADO at the Local Authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

iii. **Undertake Training**

- The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake prevent awareness raising in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:
 - Understand and keep up with any developments to their role
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared

assessment processes such as early help assessments (Single Assessment Continuum of Need).

- The Local Assessment Protocol which sits alongside the Continuum of Need and Services
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools or colleges Child Protection Policy and procedures, especially new and part time staff. Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners through South Tees MACH, other agencies, organisations and practitioners.
- Can keep detailed, accurate, secure, written or electronic records of concerns and referrals. Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

iv. Raise Awareness

The designated safeguarding lead should ensure the school's policies are known understood and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this.

- Link with the south Tees MACH to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

v. Child Protection File

- Where children leave the school ensure their child protection file is transferred appropriately to any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring transit and confirmation of receipt. This may be through an electronic system.
- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

vi. Availability

- Whilst During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

vii. Recommendations

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all School Excursions and residentials and clarify with the educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection. (Mr M Bayston can support with this).
- A whole School Policy about managing behaviour including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these

circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their public sector equality duty.

- Ensure an effective whole school policy against bullying/cyber bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform the LA of any pupil to be deleted from the school admissions 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.

7. Responsibilities of Vision Academy Learning Trust and Laurence Jackson School Governing Body

7.1

A Safeguarding Governor at senior board level has been appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

7.2

At Laurence Jackson School the senior lead Governor/Trust member for safeguarding is Mrs J Richards.

The role of this individual is to;

- Ensure that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes from Local Safeguarding Partner arrangements' to Safeguarding Partner arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

7.3

The role of the chair in Safeguarding is to;

- Ensure that in the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole proprietor of an independent school, allegations should be reported directly to the Local

Authority Designated Officer (LADO). Therefore, ensuring effective whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body for Safeguarding holds the Head Teacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all the raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / online safety policy
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Head Teacher and discuss how pupil premium funding for looked after children will be used.

8. Information for Parents

At Laurence Jackson School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tees MACH procedures and inform the South Tees MACH or police of their concern.

9. Procedures

The designated safeguarding lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

Suspicion that a child is being harmed

There is evidence that a child is harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (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).

Working together 2018 defines the categories of harm as:

i. Physical Abuse

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

ii. Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, 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.

iii. Sexual Abuse

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

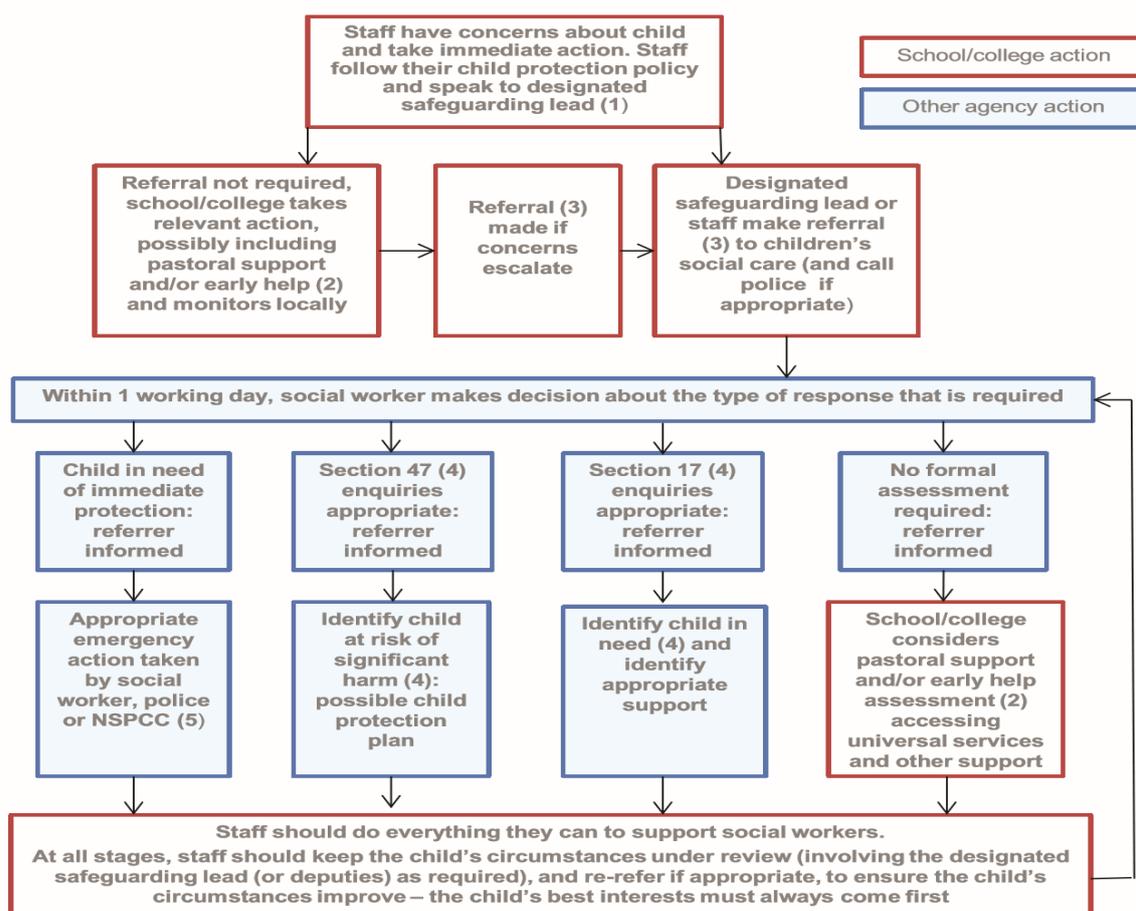
iv. Emotional Abuse

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

9.1

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the South Tees MACH if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Head Teacher will always be kept informed.

Actions where there are concerns about a child



(KCSIE 2020 p.16)

10. Whistle Blowing/Confidential Reports

Laurence Jackson School's whistle blowing/confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

11. Complaints / Allegation Management towards or with a Child or Adult

11.1

A Safeguarding complaint involving a member of staff must be reported to the Head Teacher immediately. Where there are concerns about the Head Teacher, this should be referred to the chair of governors. In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE 2020)

11.2

Consultation without delay with the LADO (Tel: 01642 130700) will determine what action follows. A multi-agency strategy meeting may be arranged to look at the

complaint in its widest context, the Head Teacher/senior member of school staff must attend this meeting, which will be arranged by the LADO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.teescpp.org.uk/allegationsandconcernsagainststaff

12. Training and Support

12.1

All staff members should be aware of the systems within school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies)

12.2

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body in consultation with LSCB will decide the frequency and content of this CPD. At Laurence Jackson school our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held at least termly or internal CPD as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

13. Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Laurence Jackson School recognises that the only purpose of confidentiality in this respect is to benefit the child.

14. Record Keeping

14.1

Well-kept records are essential to good safeguarding practice. Laurence Jackson School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the school's information sharing and recording policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

14.2

Safeguarding Recording within Laurence Jackson School is partly through a paper-based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

14.3

Safeguarding Recording within Laurence Jackson School is held partly electronically through a secure management system of CPOMS and all relevant staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. It is important both systems are referred to should information be required.

15. Attendance at Safeguarding Conferences

In the event of Laurence Jackson School being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies) will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

16. Supporting Children

16.1

Laurence Jackson School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Laurence Jackson School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

16.2

As an Operation Encompass partner, we work closely with the team with regards to DV incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

16.3

Laurence Jackson School also recognises that children can abuse their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

16.4

Therefore, Laurence Jackson School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills. A curriculum which explores

human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.

- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

16.5

Laurence Jackson School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities

16.6

Laurence Jackson School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

17. This Policy must be read in conjunction with other related publications which include;

- i. Keeping Children Safe in Education – (2020 update)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- ii. South Tees Child Protection Web Based Procedures

https://search3.openobjects.com/mediamanager/redcar/fsd/files/south_tees_multi_agency_children_hub_a5_leaflet_v4.pdf

- iii. Procedure for Managing Allegations against Staff, Carers and Volunteers – Tees LSCB
- iv. Safeguarding Children and Safer Recruitment in Education (2011)
<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education>
- v. The Children Act 2004
<https://www.legislation.gov.uk/ukpga/2004/31/contents>
- vi. The Sexual Offences Act 2003
<https://www.legislation.gov.uk/ukpga/2003/42/contents>
- vii. Education Act 2011
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- viii. Child Abuse Concerns: A Guide for Practitioners (2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- ix. Working Together to Safeguard Children (2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- x. Data Protection Act 2018
<https://www.gov.uk/government/collections/data-protection-act-2018>
- xi. General Data Protection Regulations (2018)
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>
- xii. Equality Act 2010
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- xiii. Behaviour policy
- xiv. Staff Disciplinary Policy (Code of Conduct)
- xv. Staff Recruitment Policy
- xvi. Prevent Duty Guidance 2019
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- xvii. Safeguarding against Radicalisation & Extremism
<https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation>
- xviii. Female Genital Mutilation Risk and Safeguarding; Guidance for Professionals – 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/525390/FGM_safeguarding_report_A.pdf
- xix. Attendance Policy
- xx. Mobile Phone usage
- xxi. E- Safety Policy
- xxii. Whistleblowing
- xxiii. Single central Register
- xxiv. Disqualification under the Children's Act 2006/2018
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- xxv. Health & Safety Policy
- xxvi. Staff & Volunteers handbook

- xxvii. Sexual Violence and Sexual Harassment between children in schools and colleges 2018
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School at any time that local solutions such as front door services in social care or the DO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Head Teacher and Chair

Addendum to Child Protection Policy due to the ongoing circumstances of COVID-19.

Due to the current unprecedented circumstances of the COVID-19 virus it is necessary that all schools are prepared and have appropriate arrangements in place in relation to the management of any safeguarding or child protection concerns both on and off site during this time. Therefore, we have produced this cover note/addendum to our existing school's Child Protection Policy Template to ensure all staff, Governors and Parents understand our protocols for managing child protection concerns during this time.

Designated Safeguarding Leads and Deputies

On Site: While our school site remains open for vulnerable children and children of key workers, the Designated Safeguarding Leads/Deputies are Matthew Bayston, Lindsey Sarginson and Rebecca Alderson and continue to be our Designated Safeguarding Leads/Deputies due to their level of training and skill.

However due to these unprecedented circumstances they may not all physically be on our school site every day. In this case a rota will be devised to ensure one member of the safeguarding team is on site, as a minimum, at all times during normal school hours.

Should our school site be entirely closed then we will update our website and Child Protection Policy with our arrangements.

Contact with DSL will be available from home each day via a specific work mobile (07307059326) and electronically via email at safeguarding@laurencejackson.org

Arrangements for Contact with Vulnerable Children

Where our school remains open, the Designated Safeguarding Leads and Deputies are fully aware of their vulnerable children and those they are expecting into school each day, should that child not arrive then the Designated Safeguarding Lead or Deputy will make contact with the parent or carer immediately and if there is no response, contact connected workers immediately. Designated Safeguarding Leads/Deputies will continue to contact vulnerable children and their families in the following timescales if the school is closed or these children are not on site:

Children the subject of a Child Protection Plan – have open access to the email and mobile number to contact the DSL at any time and once a week phone call from DSL to the family.

Children who have a Child in Need Plan - have open access to the email and mobile number to contact the DSL at any time and once a week phone call from DSL to the family.

Looked After Children – have open access to the email and mobile number to contact the DSL at any time and once a week phone call from DSL to the family.

These contacts will be logged and shared with social workers weekly.

If there are any issues raised during this time regarding their care, safety or ability to be contacted then the Designated Safeguarding Lead/Deputy will follow their local safeguarding procedures and contact their local front door services immediately (as per our Child Protection Policy). The Children's Hub can be contacted on 01642 130700. The police can be contacted on 101 and in an emergency call 999

Availability and contact arrangements for families and professionals who wish to contact the Designated Safeguarding Leads/Deputies

During these unprecedented circumstances the Designated Safeguarding Leads/Deputies will be available to be contacted by children, families and other services and agencies to ensure the safety and well-being of all our vulnerable children. They can be contacted via email (safeguarding@laurencejackson.org) in the first instance and whether they are on or off site they will gain contact with any family or professional as soon as possible.

Alternatively, they may be contacted via the school mobile telephone number: -

Matthew Bayston - 07307059326

Contact with the Designated Safeguarding Leads/Deputies should be within the hours of the school day 8:30am-3.30pm. This will remain in place during any calendared school holidays should the school closure run either side of the break.

Designated Safeguarding Leads/Deputies cannot be responsible for not receiving calls and messages outside of the school hours. Redcar and Cleveland First Contact should be called on 01642 130700 (8:30 – 5pm or 01642 524 552 outside of these hours). In the event that children or families need support immediately please contact the contact the Police on 101 or 999.

Response to safeguarding or child protection concerns

As always, our school's duty of care is to keep children safe and while the arrangements of the physical care of children and physical presence of our Designated Safeguarding Leads/Deputies may be different during this time the school's response remains the same and follows the guidelines as set out in our school's Child Protection Policy.

March 2020 in light of:

DFE issued interim coronavirus (COVID-19): safeguarding in schools' colleges and other providers late on Friday.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

September 2020 in light of:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>