



**SALTBURN**  
Learning Campus

*All Learners Always Learning*

# Child Protection / Safeguarding Policy

## October 2018

### DOCUMENT CONTROL

Date	Author	Version	Change Description	Approved / Quality Checked By & Date	Target Audience / Circulation	Document Review Date
20.09.18	G Ash	4	Addition/review of amendments made in the new KCSIE 2018 and Working Together to Keep Children Safe in Education 2018. Amendments – 1.2, 1.6 & Additions 1.25. Amendments to 3.0. Additions to SLC responsibilities. Addition – Sexual violence and harassment. Addition – Hazing. Amendment P12 – Sunrise/Sunset Club staff lead. Addition 4.2.17			

<b>Document Retention Period</b>	Destroy 5 years after administrative use has concluded
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**Saltburn Learning Campus  
CHILD  
PROTECTION / SAFEGUARDING  
POLICY**

**REPORTING CHILD ABUSE**

**EVERY CHILD MATTERS**

**Nominated Person Child Protection (NPCP)- Ms G Ash (AHT SPS)  
Mr C Rees (AHT HS)**

**Deputy Nominated Person Child Protection –Mrs C Chadwick (HoS SPS)  
Miss L Wilkinson (HoS HS)**

**Executive Head Teacher - Mr Peter Eyre                      Signed.....**

**Chair of Governors -                      Mr Richard Dowson   Signed.....**

**Date of Issue:                                      20.09.18  
Review Date:                                      October 2019**

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**Appendix A: RECORD OF INITIAL CONTACT WITH CHILD AND SUBSEQUENT EVENTS (Disclosure).**

## **1.0 Relevant Documentation**

When reading this document, please be aware of the following related documents, which work alongside this Child Protection Policy:

1. Tees Local Safeguarding Children Procedures accessed at [www.teescpp.org.uk](http://www.teescpp.org.uk)
2. HM Government (2018) Working Together to Safeguard Children
3. HM Government (2015) What to do if you are worried a child is being abused
4. HM Government (2015) Information sharing
5. HM Government (2015) Disqualification under The Childcare Act 2006
6. HM Government (2018) Keeping Children Safe in Education: Statutory guidance for all schools and colleges
7. The Counter Terrorism and Security Act
8. Procedure for Managing Allegations against Staff, Carers and Volunteers- South Tess LSCB
9. Safeguarding Children in Education (DFES 2004)
10. The Sexual Offences Act 2002
11. Data Protection Act 1998
12. Tees Local Safeguarding Children Boards' website (referenced 11/10/16)
13. Anti-bullying policy
14. Race Equality Policy
15. Equality and Diversity Policy
16. Harassment Policy
17. Staff Disciplinary Policy
18. Staff Recruitment Policy
19. Whistle Blowing policy
20. E Safety policy
21. Health and Safety Policy
22. Confidentiality Policy
23. HALO project <http://www.haloproject.org.uk/definition-of-honour-based-violence-W21page-47-> (28.10.16)
24. [www.cps.gov.uk/legal/d-g/female\\_genital\\_mutilation/a\\*01](http://www.cps.gov.uk/legal/d-g/female_genital_mutilation/a*01)
25. Sexual Violence & Sexual Harassment between Children in Schools & Colleges (05.18)
26. UKCCIS Sexting in schools and colleges

## **2.0 Scope**

This document is Saltburn Learning Campus' policy on Child Protection / Safeguarding and is in line with procedures set out by the South Tees Local Safeguarding Children's Board (LSCB). This document will continue to refer to LSCB's during the transition process at LA level.

This policy applies to all adults working on the school site.

## **3.0 Introduction**

Saltburn Learning Campus fully recognises its responsibilities for child protection.

The schools main aim is to provide a safe, secure and stable base for children and help to protect them from harm. The welfare of the child is of paramount importance to all the adults who work in our school. To achieve this aim Saltburn Learning Campus will:

- Ensure safer recruitment and vetting practises are followed, therefore checking the suitability of staff and volunteers who wish to work with our children.
- Ensure that schools contact TRA Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction.
- Assign a Designated Safeguarding Lead and a Designated Teacher for Looked After and Post Looked After Children - LAC (See Appendix A).

- Raise awareness of safeguarding / child protection issues to staff, parents and children.
- Provide an environment where children feel safe, are encouraged to talk and are listened to.
- Help equip children with skills needed to keep themselves safe.
- Develop, implement and review policy and procedures in relation to child protection.
- Train and raise awareness of all staff, defining their role and responsibilities in reporting possible cases of abuse. Annual staff training to refer to 'Keeping Children Safe in Education' documentation.
- Ensure that staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected.
- Ensure that staff understand that if they have any concerns about a child's welfare that the guidance in KCSIE 2018 emphasises that they should act on them immediately and speak to the safeguard lead.
- Ensure there is effective communication between staff on child protection matters.
- To identify children who are suffering or likely to suffer significant harm.
- Report cases or suspected cases of abuse to Social Care. To seek advice from Social Care when needed.
- Working in partnership with parent/carer and other professionals to support and help protect children who have a Protection Plan.
- Establish a safe environment in which children can learn and develop.
- To identify children who are suffering or likely to suffer significant harm.
- Provide a curriculum and ethos which aims to prevent children from being drawn into radicalised, extreme behaviour or acts of terrorism. Schools to work in partnership with the 'Channel' panel set up by the LA.
- Report cases or suspected cases of abuse to First Contact Team Social Care.
- Work in partnership with parent/carer and other professionals to provide co-ordinated support and help to protect children who are subject to protection plans, work in partnership with Social Care when undertaking section 17 or section 47 assessments.
- Ensure that the Designated Safeguard Lead is a senior member of staff from the leadership team.
- Where appropriate share relevant information and Child Protection files in advance with a new school or college to continue to support victims of abuse to ensure that appropriate support is in place for the learner's arrival.
- To proactively chase for safeguarding information relating to students joining the school
- Ensure that a broad and balanced Online Safety curriculum is taught.
- Ensure that the guidance on sexual violence and harassment – peer on peer abuse (P63-66 KCSIE 2018) is followed closely and that all staff are made aware of this as a specific safeguarding issue during staff training.
- Ensure that any schools providing alternative provision for our pupils fully satisfies the needs of the pupil and that the appropriate safeguarding checks have been carried out on those working at the establishment (paragraph 174 KCSIE 2018).
- Ensure that the designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
- Ensure that the Deputy DSL is trained to the same level as the DSL and that the role is explicit in their job description.
- Ensure that robust systems are in place to monitor 'pupils missing from education'.

In our school we respect our children. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school ethos promotes a positive, supportive and secure environment and gives children a sense of being valued.

Our teaching of personal, social and health education citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware

of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them (e.g. 'stranger danger' and 'internet safety').

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Child abuse can take a variety of forms:

- **Physical abuse** involves hitting, slapping, kicking, misuse of medication, undue restraint, shaking or other treatment of a child that can cause actual bodily harm.
- **Sexual abuse** involving forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non contact situations such as viewing child abuse images or other online imagery or communication.
- **Emotional abuse** involves persistent emotional ill treatment of children, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved.
- **Neglect** and acts of omission is also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services).

Staff should also be aware of these specific forms of child abuse:

- **Peer to peer** involves the persistent act of one young person targeting another. This can take the form of physical or emotional abuse as described above. It can also include abuse of power within a relationship between two young people which can lead to sexual abuse. It also includes manipulation or coercion in the form of grooming in order to force or entice a young person into an activity that may put them at risk.
- **Sexual violence and sexual harassment** can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- **Hazing** is any action or situation created by a group to intentionally produce mental or physical discomfort, embarrassment, harassment, or ridicule among those wishing to join the group. Hazing is a form of bullying, but the two differ in the following ways:
  - a. Bullying excludes the victim from a group whereas hazing is a ritual imposed on a person who wants to join a group.
  - b. Bullies often act alone or in small groups, but hazing commonly involves an entire group or team.
- **County Lines** is the use of young people in the transporting of drugs from large urban areas into rural and coastal communities
- **Honour based violence** and abuse can take many forms, e.g. threatening behaviour, assault, rape, kidnap, abduction, forced abortion, threats to kill and false imprisonment committed due to so called 'honour'. Murders in the name of 'so-called' honour, (often called Honour killings) are murders in which predominantly women are killed for actual or perceived immoral behaviour which is deemed to have brought shame on the family. Some examples nationally of honour based murders have been for trivial reasons for example, dressing or behaving too westernised, falling in love with somebody not

chosen by their family, rejecting forced marriage or being LGBT. (HALO project 28.10.16)

- **Female Genital Mutilation (FGM)** is a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. It is sometimes referred to as female circumcision, or female genital cutting. The practice is medically unnecessary, is extremely painful and has serious health consequences, both at the time when the mutilation is carried out, and in later life.

FGM of girls is to be considered as child abuse.(CPS.gov.uk 28.10.16) It is mandatory for any suspicion or knowledge of this to be reported to the police.

- **Breast ironing / flattening** – ‘Breast Ironing - also known as “Breast Flattening” is the process whereby young pubescent girls’ breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is a cultural belief by those carrying it out that young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.’ (Tees CPP website.)

### **Grave Concern :**

Please be aware of the following factors which can increase the vulnerability of a young person:

- 1) Children whose situations do not currently fit the above categories, but where social and medical assessments indicate that they are significant risk of abuse. These could include situations where, within a household, there is another child who is known to be the victim of the abuse, or the abuser is within the household.
- 2) Any student who is subject to a protection plan and who has unexplained absence of more than two days should be reported to Children’s Services/ named social worker.
- 3) Any young person who has not been seen by a professional (from school or reported by an external agency e.g. social care, Police, Attendance Welfare Service (AWS)) for 10 school days should be referred to the AWS through the appropriate internal school channels.
- 4) Within school there are particularly vulnerable groups of students with SEN and/or physical disabilities. The SEN departments across the campus work closely with the DSLs to ensure active monitoring of these students in order to safeguard them.

### **POSSIBLE INDICATORS OF CHILD ABUSE (for all of the types of abuse described above)**

*There can be other explanations for a child showing such signs or behaving in these ways:*

- repeated minor physical injuries (e.g. bruising, cuts, etc)
- children who are dirty, smelly poorly clothed or who appear under-fed
- children who have lingering illnesses which are not attended to
- deterioration in school work or significant changes in behaviour without explanation
- aggressive behaviour, severe tantrums
- an air of ‘detachment’ or ‘don’t care’ attitude
- overly compliant behaviour (e.g. playing games and showing awareness which is inappropriate for the child’s age)

- continual open masturbation, aggressive and inappropriate sex play
- the child who is reluctant to go home or is kept away from school by parent
- does not join in school social activities, has few school friends
- does not trust adults, particularly those who are close
- tummy pains with no medical reason
- eating problems, including over eating; loss of appetite
- disturbed sleep; nightmares; bedwetting
- running away from home, suicide attempts, self-inflicted wounds
- reverting to younger behaviour, depression, withdrawal relationships between the child and adults which are secretive and exclude others
- there may be a pattern of minor injuries over time, or inadequate, muddled inconsistent explanations which alert you to the possibility of abuse
- Showing signs of being drawn into antisocial behaviour or criminal behaviour

***Be aware that even for 'experts' abuse is not easy to diagnose.***

**SCHOOL ROLE (for all of the types of abuse described above)**

- (1) *Watch out for signs of abuse and report them appropriately and **without delay***
- (2) *Monitor progress of children registered as having been abused*
- (3) *Raise awareness in all children of their right to personal safety*

## **SCHOOL ACTION**

### **Respect the child's point of view**

Be prepared to listen and believe the young person who alleges abuse has taken place.

### **Offer support**

### **Ask open questions**

e.g. Who is this? What happened next? Would you like to tell me about this?

**Avoid** questions like .... Is this your uncle Pete? Are you having a fight?  
These would invalidate the evidence.

**Do not aim for a disclosure from the student** as it is not the teacher's/staff member's role.

### **Do not compromise confidentiality**

Be honest with the child about your own responsibility for taking action and what the likely sequence of events will be.

**Staff MUST ask a student:** "*Do you feel safe to go home tonight after school?*" in order to ascertain if there is an immediate risk of harm.

### **Who to inform**

As the information about child protection matter including a disclosure (i.e. reason to believe or knowledge that a young person may be at risk) is extremely important, it ***must*** be communicated without delay verbally to the DSL or Deputy DSL ***and*** on the internal referral form available in the Staff Room and passed to the appropriate DSL in school as soon as possible.

The DSL will make an assessment as to whether the disclosure/ information represents an *immediate danger or risk of harm* or *wellbeing concern*. External agencies will be contacted as appropriate when making this judgement.

An *immediate danger or risk of harm* would be when a young person was judged to be likely to suffer harm in the near future if no intervention took place. It is likely in this case the school would seek support from social services. The referrer would seek guidance from First Contact (social care) as to whether consent from parents or carers prior to the referral was appropriate.

If the information was judged to a *wellbeing concern* the school has a variety of strategies to reduce the risk of harm or threat to the young persons wellbeing. A referral to Local Authority 'Early Help' services is a common approach when the causes of concern to the young person's wellbeing occur outside of school. These services provide key workers and other such professionals specific to a variety of safeguarding concerns to support families in the local area. In the majority of these cases the referrer would seek consent for a referral by parents or carers prior to making a referral.

The appropriate agency will be contacted **BEFORE THE END OF THE SCHOOL DAY**. The students should not be passed on to repeat their disclosure, however, if they need to be withdrawn from class inform the DSL that you need cover.

**Child protection information for children on the register is stored confidentially, away from other records by the Assistant Headteachers (Inclusion) SPS & HS.**

**There is no open access to staff other than those concerned with the disclosure (this is necessitated by the legalities of the situation and the fact that students have a RIGHT to the strictest confidentiality).**

**Students can be removed from the protection register by external agencies.**

**Child protection** information is disseminated on a need to know basis.

#### **Check the action being taken**

The fact that the abuse has been reported does not absolve people who first discover from further involvement. They have a responsibility to ensure that action is undertaken by the agency to whom they report it, that appropriate measures are set in motion and should follow up their referral.

#### **RECORDING INFORMATION**

It is important to record injuries or behaviour which alerts or worries staff, on the official monitoring forms **(in staff room & on the ICT 'shared area')**. All copies of the monitoring forms should be given to the DSL / Deputy DSL as soon as possible. Do not write reports on any other sheets of paper.

Verbal reports need to be signed and dated – students' own words should be recorded as accurately as possible.

**Form tutors** are important in this procedure. (They know the child well).

❖ **No-one, student, parent, governor, has right of access to this information which will be stored in the Nominated Teachers' offices in the child protection files.**

#### **EXTERNAL MONITORING REPORTS**

Collated and used for circulation to outside agencies.  
These are used at case conferences.

Parents are invited to school to see the reports prior to conferences and reviews. Age appropriate students will be invited to see the reports where this is deemed suitable.

All reports must be factual and there has to be a clear distinction between first hand observation and received reports.

## **REFERRAL**

If you have a concern relating to Child Protection:

**Tell the Designated Teacher/Person for Child Protection immediately. If the Designated Teacher/Person is not available please speak to the Deputy Designated Teacher/Person, then either the Head of School or Executive Headteacher.**

**Sunrise / Sunset Club named lead see – Roles and Responsibilities appendix page 10.0 page 19.**

**NB: If the above staff are unavailable please contact the (LA Child Protection) for advice/ guidance Tel: 01642- 444102 Mob: 07909906460.**

You will be asked to write down the details immediately.

You will be asked to complete an initial contact sheet (Appendix C: CP Disclosure form) shown at the end of this policy. This must take precedence over any other task.

The CP Disclosure form is available on the school's Learning Platform in the Safeguarding folder (Staff docs/Policies/Safeguarding/CP Disclosure).

Hard copies are also available for the staffroom.

**These Forms MUST be used - other paper is NOT ACCEPTABLE**

**DO NOT DISCUSS WITH ANY ONE ELSE. The form is CONFIDENTIAL**

The Designated Safeguarding Lead or their deputy will take action.

They will keep you informed of their action within the limits of confidentiality.

### **4.0 Staff Responsibilities are:**

#### **4.1 Executive Head Teacher to ensure that:**

- The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Child Protection / Safeguarding.
- The Governing Body adopts appropriate policies and procedures to safeguard children in school.
- That policies and procedures are implemented by staff.
- Parents / carers to be made aware each autumn term of the safeguarding policies that are in place and who is the Nominated Teacher for Child Protection.
- Sufficient resources and time are allocated to carry out Safeguarding Children / Child Protection effectively.
- There is a Designated Safeguarding Lead for the school who has received appropriate training for this important role.
- All staff and adults working in school understand their safeguarding children responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff to be aware of the 'whistle blowing' protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.

- Saltburn Learning Campus develops effective working partnerships with relevant agencies and cooperates as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- School to provide appropriate reports for child protection meetings.
- Ensure that all information and records are kept confidentially and securely.
- Recruitment and vetting procedures are followed in all appointments of staff including those working in school in a voluntary / unpaid capacity.
- Ensure there is a colleague who has been Safer Recruitment trained on every interview panel
- Any children suspected of being drawn into extremist radical behaviour or beliefs are acted upon with the Designated Safeguarding Lead or their Deputy who will assess and appropriately refer to Social Care/Channel Panel.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.
- Visitors who are not DBS checked to be escorted when on the premises.
- Ensure maintenance of up to date whole campus safeguarding training log for individuals and groups of staff. Liaise with Office Manager to ensure records are kept up to date.

**4.2 Designated Safeguarding Lead** - (See Appendix A) has responsibility for coordinating action within the school and liaising with Social Care and other agencies in respect of suspected child abuse.

The main responsibilities for the Designated Safeguarding Lead are:

- To adhere to and follow procedures outlined in the South Tees Local Safeguarding Children Board Procedures.
- To help identify signs and symptoms of abuse.
- Refer suspected cases of abuse to Social Care / Police
- Ensure all staff receives child protection awareness raising training to help them recognise and identify signs of abuse.
- To raise awareness of child safety issues within school.
- Ensure that the school has an up-to-date child protection policy which is consistent with the LSCB procedures. The policy should be reviewed annually.
- To attend and represent the school at child protection meetings.
- Be responsible for securely managing child protection files, compiling reports, recording and sharing information appropriately.
- Ensure that all information and records are kept confidentially and securely.
- To develop good working relationships / links with Social Care, the Child Protection Officer for Education and other relevant professionals.
- To liaise with professionals from other agencies to resolve safeguarding concerns in the best interests of a young person. Where the DSL feels that an action or decision taken is not in the best interests of the young person and the concern cannot be resolved through professional dialogue they can seek to follow advice from the Tees Local Safeguarding Boards procedures and enter into the activity of 'professional challenge'.
- To raise awareness of their role with staff, parents and children.
- Be available for staff for consultation purposes.
- Liaise with Virtual School Headteacher who is responsible for the wellbeing of Looked After Students (LAC) in schools across the Local Authority. This includes but is not exclusive to: the completion of Personal Education Plans (PEPs) and attendance at LAC reviews.
- Personally ensure the Office Manager is notified of any CPD relating to safeguarding in order to keep records up to date and a copy of the relevant certificate to evidence attendance is passed on for storage in staff file.

- Refer in notification of private fostering arrangements to LCSB.
- Has responsibility for 'promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangements orders or who were adopted from state care outside England and Wales' in addition to LAC.

**4.3 School Staff** (teaching and non teaching) have a responsibility to report any concerns they have about a child's safety to the Nominated Teacher Child Protection.

If a staff member suspects a child may be a victim of abuse, they are advised to do the following:

- If a child discloses information that suggests possible abuse has taken place we recommend the following:
  - Listen to the child.
  - Never coach or lead the child.
  - Do not investigate or over question the child.
  - Reassure the child they were right to talk.
  - Inform the Nominated Person for Child Protection ASAP.
  - Record events (e.g. what the child has said, word for word) on the correct form.
  - Date, time and sign report.
- If a staff member receives information (e.g. third party) or sees something (e.g. suspicious bruise or mark) which gives them a cause for concern, they must inform the Designated Safeguarding Lead ASAP.
- Staff should always consult with the Designated Safeguarding Lead when they first begin to have concerns about a child. This process will help clarify what action if any, needs to be taken to meet the needs of the child.
- Where staff feel a child is expressing or demonstrating extreme, radical view or behaviours they should make the Head Teacher/ Designated Safeguarding Lead aware of their concerns.
- In exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care
- If staff has concerns regarding the conduct of another staff member they should inform the Head Teacher directly. If the concern is regarding the Head Teacher conduct the staff member must contact the Chair of Governors
- Where staff have concerns regarding safeguarding practices within school, the Executive Head Teacher should be aware of these concerns. If after raising concerns the staff member is not satisfied with the response/resultant action, staff members should refer to the whistleblowing policy.
- For advice where staff feel safeguarding policies are not being followed in school and thereby putting young people at risk they can contact the NSPCC whistle blowing helpline on 0800 028 0285.
- Personally ensure Office Manager is notified of any CPD relating to safeguarding in order to keep staff records up to date and a copy of the relevant certificate to evidence attendance is passed on for storage in staff file.

## **Safeguarding Information for Staff**

Staff should be particularly aware of the following:

### **Daily practice around school:**

- **Identification:** Staff must wear their proximity reader / ID card at all times when walking around the building. They should ensure they sign into and out of the building using the electronic registration system located in the main reception.
- **The need to accompany visitors at all times:** Unless you know a visitor has Redcar and Cleveland DBS clearance they must be collected from and returned to reception by an adult. This includes parents.
- Staff need to be particularly aware of the implications of the campus arrangement. In particular the door between the two phases must be left closed and no visitors should be allowed to go into the primary phase unless accompanied.
- **The procedures for having volunteers in school:** The policy must be followed. No volunteer can begin work in the school until they have completed the necessary application process. If they do not already have a DBS clearance, they must be escorted at all times by a member of staff. Risk assessments and documentation will be completed. All volunteers are liable to the same behaviour and confidentiality expected of all staff. The Business Manager & Office Manager will advise on this.
- Volunteers who have DBS clearance should only work in the primary phase if it is part of the original remit for their role. Please refer to Volunteers Policy & Procedures.
- **Policies:** Staff must read and act upon the key safeguarding policies found on the Saltburn Learning Campus (SLC) website in conjunction with this Child Protection Policy e.g E-Safety policy, AUP, Behaviour policy (including Minimal handling), Anti-bullying and racism policy.

### **Risk assessments:**

- **Trips and visits risk assessments:** These are a vital part of the procedure and must be completed before any trip takes place. The Educational Visits co-ordinator for each school can provide support with this.
- **Specific departmental risk assessments:** These are relevant wherever any equipment or potentially dangerous materials are used.
- **Internal events / activities:** These may need risk assessing. Guidance should be taken from the Facilities Manager
- **Lettings** for private use must provide the school with a copy of their Safeguarding Arrangements as part of the booking agreement.

### **The Single Central Record (SCR)/ Safer recruitment:**

- **The Single Central Record:** It is essential that all required documentation is given to the Business Manager. Any changes to personal information for example, name or address, should be evidenced.
- **Safer Recruitment.** The school has a Recruitment and Selection Policy that is reviewed and approved by Governors. This Policy encompasses all aspects of Safeguarding and seeks to ensure that appropriate policies & practices are in place, rigorously followed with respect to recruitment of staff and volunteers. See also the Volunteers Policy.

### **E Safety:**

There is a school E-Safety Policy to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. All students receive appropriate and timely information, advice and guidance about keeping safe through school assemblies, ICT and Life-skills lessons.

This policy includes details of the dangers they may face, including:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Cyber-bullying
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- plagiarism and copyright infringement
- Illegal downloading of music or video files

#### Non Collection of Primary Pupils:

School will always endeavour to contact parents / named persons if pupils are not collected at the designated time. If staff are unable to make contact with an appropriate person by the time they are due to leave, they will follow the procedure of contacting the AWO (Attendance Welfare Officer) or Social Care to take responsibility for the pupil.

### **5.0 Allegations against Staff**

- Allegations against staff could be initiated in school by children, parents or staff.
- If an allegation or cause for concern is made against a member of staff the following action should be taken:
- The Executive Head Teacher should be informed immediately.
- If the allegation is against the Executive Head Teacher, then the Chair of Governors should be informed immediately.
- The Executive Head Teacher/Chair of Governors for the campus should seek support and guidance from the local authority and follow the '**Procedure for Managing Allegations against Staff, Carers and Volunteers**' provided by South Tees Local Safeguarding Board.

#### **Immediate support and guidance should be sought from:**

- ***The Designated Officer - Lorraine Press (01642 - 771531)***
- ***The Child Protection Officer for Education – Under Review (01642-837744 Mobile 07909906460)***
- ***(LA Child Protection Leads for Education see Appendix A)***
- Where an individual staff member in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Executive Head Teacher must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to do so is a criminal act.

### **6.0 Staff Training**

All staff and governors at Saltburn Learning Campus receive Child Protection training (maximum period is two years) which raises their awareness of processes and procedures agreed by the Local Safeguarding Children Board (LSCB). Training also covers areas such as 'signs and symptoms' and 'internet safety'.

Newly appointed staff receive training through Saltburn Learning Campus' induction programme and attended specific courses ran by the Child Protection Officer for Education (e.g. NQT's).

Staff at Saltburn Learning Campus have also undertaken E-Learning courses promoted by the LSCB.

- The Designated Safeguarding Leads (DSLs) receive training every two years and also participate in annual update training through LSCB facilitated courses. The DSLs will also receive training throughout the year which will be appropriate to their role and also to cater for any specific needs arising from individuals or groups of young people at Saltburn Learning Campus.  
The Executive Head Teacher and Chair of Governors have completed the on-line Safer Recruitment Training.

## **7.0 Confidentiality**

Confidentiality and trust should be maintained as far as possible, but Saltburn Learning Campus will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child and personal information will be shared where this is necessary to protect the child (1998 Data Protection Act, The Data Protection Act 2018 and GDPR). The needs of the pupil are paramount and the school staff will not automatically share information about the pupil with his/her parents immediately unless it is considered to be in the child's best interests. Advice will be sought from Social Care first if necessary.

Staff, governors, volunteers & visitors to the campus should be aware of their responsibility of confidentiality in their roles at Saltburn Learning Campus. The safety, well-being and protection of our pupils are the paramount consideration in all decisions staff at this school make about confidentiality.

## **8.0 Minimising Risks to Children**

### **ALL STAFF MUST READ:**

'KEEPING CHILDREN SAFE IN EDUCATION: statutory guidance for schools and Colleges' (September 2018 version) Part 1 and annex A.

**(All staff refers to teachers, non-teaching staff, students, staff from other agencies and volunteers)**

### **Safe Practice/codes of conduct in school**

#### **Staff/pupil relationships/communications that includes the use of social media.**

Staff will not initiate affectionate physical contact except in circumstances where a child is showing immediate signs of being upset e.g. following an accident. Here the staff member where possible will seek to ensure any physical contact is witnessed by a third party and is not prolonged in nature.

**Staff in school will not discuss with children in any depth details about their personal life or relationships they hold outside of school.**

**Staff will not seek social relationships with children outside of school, including relationships developed through means of social media.**

**No staff member will communicate via telephone, through email or social media directly with any child on role except through the schools official email accounts where all communication can be tracked.**

## **9.0 Monitoring and Review**

The Governing Body will ensure that Saltburn learning Campus undertakes the following:

- Annually review its Child Protection Policy
- Has a senior member of staff as the Designated Safeguarding Lead
- Review annually the workload of the Designated Safeguarding Lead by requesting a report detailing related child protection work undertaken. Governing body to support as felt appropriate.
- Monitor and evaluate child protection training that staff receive
- Review all aspects of safeguarding children / working practices and develop as required

## **10.0 Appendix A: Roles & Responsibilities**

- **The Nominated Teachers for Child Protection as of the 20178/20189 academic year are Ms Gail Ash (Saltburn Primary School) & Mr Craig Rees (Huntcliff School).**
- **The Designated Officer (R&C LA) - Lorraine Press (01642 -771531)**
- **The Child Protection Officer for Education - (under review) (01642 837744. Mobile 07909906460)**
- **The Virtual School Head – Mr Harry Ainscough (01642 837705)**
- **Governor for Child Protection / Safeguarding – Mr Richard Dowson**
- **Chair of Governors – Mr Richard Dowson**
- **Governor for LAC – CoG**
- **Executive Headteacher – Mr Peter Eyre**
- **Head of School Saltburn Primary School – Mrs C Chadwick**
- **Head of School Huntcliff School – Miss Lynsey Wilkinson**
- **Core level 3 trained lead Sunset/Sunrise Club – Miss Joanne Hartas**

## 11.0 Glossary

CIN	Child In Need	KCSIE	Keeping Children Safe in Education
CP	Child Protection	LAC	Looked After Children
CSE	Child Sexual Exploitation	LADO	Local Authority Designated Officer
DBS	Disclosure and Barring Service	LSCB	Local Safeguarding Children Board
DDSL	Deputy Designated Safeguarding Lead	NSPCC	National Society for the Prevention of Cruelty to Children
DOB	Date of Birth	PSHE	Personal, Social, Health and Economic Education
DSG	Designated Safeguarding Governor	PTA	Parent Teacher Association
DSL	Designated Safeguarding Lead	PSP	Pastoral Support Plans
EH	Early Help	RCSCB	Redcar & Cleveland Safeguarding Children Board
EHA	Early Help Assessment	SRE	Sex and Relationship Education
FGM	Female Genital Mutilation	TAF	Team Around Family
HBV	Honour Based Violence	VEMT	Vulnerable, Exploited, Missing and Trafficked
HR	Human Resources	WRAP	Workshop to Raise Awareness of Prevent

12.0 Appendix C

**RECORD OF INITIAL CONTACT WITH CHILD AND SUBSEQUENT EVENTS  
(Disclosure)**

Child's name:	
Age:	
D.O.B:	
Time disclosure made:	
Date:	
Persons present:	
Location:	

***Do NOT interview or ask the child direct closed questions. These would invalidate the evidence (This initial disclosure/paperwork could be used in court. You could be asked to attend court and asked questions about the disclosure)***

- a) Listen to the child rather than directly questioning him/her
- b) Never stop a child who is freely recalling significant events
- c) Make a note of the discussion completing the details above in full. Try to record as far as possible the exact words used by the child
- d) Record all subsequent events until the child leaves your responsibility**

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Continue overleaf if necessary

Time and date of written record:	
Staff name:	
Signature:	