



Safeguarding & Child Protection Policy

Ratified 3rd October 2018

Review Date	Changes Made	Next Review
January 2017	Keeping Children Safe in Education September 2016	January 2018
January 2018	North Tyneside Policy change guidance	January 2019
September 2018	North Tyneside Policy change guidance following KCSIE 2018	September 2019
September 2019	North Tyneside Policy change guidance following KCSIE 2019	September 2020
September 2020	North Tyneside Policy change guidance following KCSIE 2020	September 2021
September 2021	North Tyneside Policy change guidance following KCSIE 2021 Details of Newcastle Children's Services added	September 2022

CARVILLE PRIMARY SCHOOL

Terms used in this document

- **ALL** is noted as meaning – all staff, supply staff, agency workers and volunteers (including Governors).
- DSL-Designated Safeguarding Lead
- DDSL(s)-Deputy Safeguarding Lead(s).

SAFEGUARDING POLICY

We define safeguarding as being broader than ‘child protection’. Safeguarding in our school confirms what we do for all children, applies across the whole school and is linked to our overall culture, ethos and the principles we follow in school. Safeguarding in our school is child centred and ensures that at all times we work in the best interests of the child to ensure that school is a safe place for all of our children and young people to be.

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.

We define children and young people in our school as being children within the age ranges of 3 to 11 years, however we are aware that children includes everyone under the age of 18.

As appropriate, to safeguard any young person who is over the age of 18 who continues to receive education in our school, we operate in accordance with local guidance and will report suspicions/allegations of abuse or neglect to the Adult Social Care Gateway Team on 0191 6432777 for North Tyneside residents and 01912772500 for Newcastle residents.

We accept and expect ALL in school to understand that safeguarding is everyone’s responsibility.

In school we act in the best interest of all children and ensure we take all reasonable steps to prevent them from harm. Having appropriate safeguards in place not only protects and promotes the welfare of children/young people, but also enhances the confidence of pupils, staff, volunteers and parents/carers. Therefore, safeguarding arrangements should be considered in conjunction with the procedures outlined in Reference Document B.

LEGISLATION

It is imperative that all Schools fully recognise the responsibility they have regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:

Section 175 of the Education Act 2002 states;

- a local education authority shall make arrangements for ensuring the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- schools and Further Education (FE) institutions should give effect to their duty to safeguarding and promote the welfare of their pupils

- the governing body of a maintained school¹ shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child² protection responsibilities clear and places an obligation on schools to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in current **Working Together to Safeguard Children**³ as:

- protecting children from maltreatment
- preventing impairment of children’s mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care: and
- taking action to enable all children to have the best outcomes

In addition, **Keeping Children Safe in Education 2021**⁴ outlines:

- *Safeguarding and promoting the welfare of children is everyone’s responsibility.*
- *Schools and their staff are an important part of the wider safeguarding system for children.*
- *School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.*
- *No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.*

THE CHILD PROTECTION POLICY PRINCIPLES

Our child protection policy demonstrates our commitment to safeguard children from harm. The essential inclusions within our child protection policy are outlined below:

Principles	<ul style="list-style-type: none"> • the welfare of the child is paramount • we are clear on reference to principles, legislation and guidance that underpin the policy • we are clear that the policy applies to ALL working with or supporting children within our school and ALL are clear on their role and responsibilities • all concerns and allegations of abuse and exploitation (<i>including abuse and exploitation by peers</i>) will be taken seriously by governors, staff and volunteers and responded to appropriately - this may require a referral to children’s social care Front Door service, the Designated Officer for the Local
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¹ Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school. The Education Act 2002 does not specifically refer to Academies; however this duty is equally placed onto Academies by subsequent updated legislation.

² Child means a person under the age of eighteen.

³ Working Together guidance 2018 referred to throughout this document as ‘the current Working Together’ The 2020 updates are included in the version dated 2018.

⁴ Keeping Children Safe in Education (September 2021) referred to throughout this policy guidance as ‘the current KCSE’.

	<p>Authority (referred to as <i>LADO</i>), the Police other agencies as appropriate.</p> <ul style="list-style-type: none"> • arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice • links are made to all associated policies and procedures which promote children's safety and welfare which includes but is not limited to health and safety, anti-bullying, protection of children online/online safety, mental health, peer to peer violence and abuse, behaviour, and procedures for those with special education needs and disabilities (SEND).
Equality of Application	<ul style="list-style-type: none"> • no child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs • all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
Up to Date	our policy is reviewed, approved, and endorsed by the Governing Body annually, when legislation changes or as and when safeguarding arrangements or practice in school necessitates the need for an additional review.
Coronavirus response to Safeguarding in School	in addition to having a child protection policy in place reflecting business as usual, a coronavirus addendum that summaries key coronavirus related changes should be in place alongside this policy for the duration of any coronavirus restrictions. This addendum may become inactive, be re-instated or updated if necessary, as Covid-19 restrictions change. Guidance on the current North Tyneside safeguarding and child protection policy Covid-19 addendum can be found at reference document C of this policy guidance document. Schools should decide as and when the addendum to the policy applies.
Recruitment	we operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of the current KCSE
Communication	children and parents/carers are informed of the policy and procedures and a copy of placed on the school website. Paper copies are available from the school office for those who cannot access the school website online

CHILD PROTECTION PROCEDURES AND SYSTEMS

These are the procedures and systems which provide clear step-by-step guidance on what to do in different circumstances and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also in place to ensure implementation and compliance.

Our child protection procedures are linked to the North Tyneside Safeguarding Children Partnership (NTSCP) multi agency safeguarding arrangements

Our procedures and systems include:

Responsibility	a named senior designated safeguarding lead (and deputy/ies) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates
Clarity of Understanding	a description of what child abuse and exploitation is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help, concerns about the actions of a staff member, governor, or volunteer. This includes concerns that are raised about a child from their home life, wider community and/or time spent online.
Responsibilities are clearly understood which include	<ul style="list-style-type: none"> • relevant contact details for children's services, police, health, the Designated Officer for the Local Authority (referred to as the LADO) and NSPCC help lines are made available to ALL • a code of behaviour for staff, governors, and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures. Staff should also be clear on the 'low level concerns' policy outlined in the staff code of conduct. • safe recruitment¹, selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff, agency workers, supply staff and volunteers who have direct or indirect contact with children • systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers • requirements for staff, governors and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of e-safety, domestic abuse², honour based abuse, forced marriage, female genital mutilation, children who live away from home or go missing³, child sexual exploitation,

¹ In accordance with current KCSE part three

¹ Including engagement with the Operation Encompass scheme between police, children's social care and schools

¹ Including engagement with the Operation Endeavour scheme between police, children's social care and schools

² Including engagement with the Operation Encompass scheme between police, children's social care and schools

³ Including engagement with the Operation Endeavour scheme between police, children's social care and schools

	<p>child criminal exploitation, serious violence and violent crime, race and racism ,extremism and peer on peer/child on child abuse including harmful sexualised behaviours¹ . ALL staff should read Part One and Annex B of the current KCSE for further information on safeguarding issues.</p> <ul style="list-style-type: none"> • School understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. School also builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training² to raise awareness of the Prevent agenda³ and issues of extremism and radicalisation • our safeguarding policy and procedures are tailored to our children and their needs and consider any particular vulnerabilities of the children with whom we have contact. This can include but is not limited to very young children, those living with parental drug/alcohol misuse, adult mental health issues, domestic abuse, those with young carers responsibilities or part of a homeless family or family with prisoner or offending parents or carers, special educational needs and/or disability, frequently missing children or those engaging in criminal or ant-social behaviours who may be at risk of exploitation. Those who have returned home from care or who are privately fostered can also be vulnerable as can those children and young people with mental health needs and those misusing drug or alcohol themselves • In line with the current KCSE and the recent review of Children in Need,⁴ teacher of children with an allocated social worker (or have previously been allocated a social worker), will be supported to promote their welfare and educational outcomes. • Signs and indicators of abuse can be found here on the NSPCC website. • All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the named lead person for mental health
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¹ In accordance with current KCSE part five

² Available through the North Tyneside e-learning [here](#) or [Home Office e-learning](#)

³ [Advice](#) on The Prevent Duty for schools

⁴ [DFE Review of Children in Need, June 2019](#)

	<p>issues in school which will be closely linked to the designated safeguarding lead (or deputy).</p> <ul style="list-style-type: none"> • Operation Encompass ensures that following any domestic abuse incident being reported to the police, the police will make contact with Children’s Social Care Front Door service who will then communicate relevant and necessary information to our nominated school staff the next morning. This will ensure our school is made aware at the earliest possible opportunity and can subsequently provide support to our pupils in a way that means they feel safe and listened to • Operation Endeavour follows the same principles as Operation Encompass, but reports are shared from the police with children Social Care and schools when a child or young person is using or has had a missing episode.
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> • a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners • guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration

CHILD PROTECTION POLICY

INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
3. **SUPPORT TO PUPILS** who may have been harmed/abused.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, supply staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

The safety and well-being of all of pupils is our highest priority. It is our responsibility to:

- know every child and young person as an individual
- provide a secure and caring environment

so that every child and young person can:

- learn in safety
- develop his/her full potential, and
- feel positive about him/herself as an individual.

To achieve this, we recognise that a safe high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult in a safe environment helps prevention.

In school we will therefore:

<u>Adults</u>	<u>Children/Young People</u>
<ul style="list-style-type: none"> • provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Part 1 of the current KCSE (and Annex B), Code of Conduct/Staff behaviour Protocol (including the procedures for reporting low level concerns) identity and role of the Designated Safeguarding Lead (DSL) and any deputies, pupil behaviour policy (which now needs to include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying), peer on peer abuse policy and the school's response to children missing education and whistleblowing procedures. • provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally • provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally • ensure that all staff receive training endorsed locally on child protection at least every three (3) years • ensure that the DSL (s) and/or deputies (DDSLs) attend North Tyneside 	<ul style="list-style-type: none"> • ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty • establish and maintain an ethos where children/young people feel secure, are encouraged to talk, and are listened to • ensure all staff should be able to reassure children and young people that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. • encourage and reinforce essential skills for every child/young person such as self-esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life • develop and deliver a robust curriculum which is fit for purpose to equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help • children are taught about safeguarding, (including online)¹, through teaching and learning opportunities, as part of

¹ See DfE guidance on Teaching Online Safety in Schools [available here](#)

<p>Safeguarding Children Partnership (NTSCP) multi-agency safeguarding Training every two (2) years</p> <ul style="list-style-type: none"> • in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually • we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates 	<p>providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)¹</p> <ul style="list-style-type: none"> • safeguard children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place but that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding • follow the advice provided in the current KCSE-Annex D to support governors, staff, pupils, and parents as we increasingly work online to understand the risks associated with online content, contact, conduct and commerce
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2. CHILD PROTECTION PROCEDURES

In school we follow procedures in line with the North Tyneside Safeguarding Children Partnership (NTSCP) local Multi-agency Safeguarding arrangements.

We are aware of these procedures and ensure that they are incorporated into the practice, policy, and procedures that we operate in school.

Dependent on where the family is resident, we will contact North Tyneside's Front Door Service as the first point of contact with Children's Social Care Front Door service for concerns about the safety or welfare of a child/young person in North Tyneside or Newcastle Children's Services for Newcastle residents. However, we are also aware that we can ring the North Tyneside Multi Agency Safeguarding Hub (MASH) Professionals Helpline should we need advice prior to calling the Front Door Service. We understand that the Front Door Service is the access point to the MASH which has a multi-agency duty team who offer information, support and services including information about early help and will respond to concerns. Reference Document A attached at the end of this policy includes Front Door and MASH Helpline contact details.

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness

¹ The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Guidance [available here](#).

of the Head Teacher or DSL (or any DDSLs) or Designated Teacher for Looked After Children (LAC)¹ disclosing any information about a pupil to other members of staff on a need to know basis only.

However, in line with the current KCSE, we share information about the welfare, safeguarding and child protection issues that children, including children with an allocated social worker (or have previously been allocated a social worker), are experiencing, or have experienced, with relevant teachers and school staff in order to promote their welfare and educational outcomes. This is in line with the recent review of Children in Need.²

We ensure that staff understand academic progress and attainment of these children and maintain a culture of high aspirations for this cohort. We support teaching staff to identify the challenges that children in this group might face and the additional pastoral and academic support and adjustments to be made to best support these children.

In school, we ensure that all staff are aware that any information a child/young person discloses regarding harm/abuse of themselves or of another child/young person must be shared as appropriate and cannot be kept secret. In addition to our overarching principles which operate to ensure child protection is effective we also have 5 areas of focus. We believe that this ensures child protection procedures are easier to understand for ALL and better ensures we are operating our child protection procedures effectively. Each area of focus is of equal importance:

- Training & Awareness for All
- Identity, role & Responsibilities of the DSL & Deputy DSLs
- Safeguarding in Practice
- Working with Others
- Teaching & Learning and the Curriculum

In our school the Governing Body ensures:

<u>Overarching Principles:</u>	<ul style="list-style-type: none"> • we have a DSL for Child Protection who is part of the school’s senior leadership team • the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description. Whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated • the DSL and their Deputies will undertake appropriate local multi agency training every two (2) years • we have 3 appropriately trained and experienced Deputy DSL’s (DDSL’s) in school and these arrangements are clearly communicated to staff, supply staff, agency workers, volunteers and governors • staff, supply staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a
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¹ In line with [2018 guidance](#) for the designated teacher for looked-after and previously looked after children

² [DfE Review of Children in Need, June 2019](#)

	<p>child/young person that they need to contact the DSL/DDSL in school ¹</p> <ul style="list-style-type: none"> • all staff, supply staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/DDSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership team and/or take advice from the MASH professional's helpline and Children's Social Care Front Door service • all staff, supply staff, agency workers, volunteers, governors and other adults supporting/working in school are provided with an immediate induction relevant to their role in school, this induction will then increase as appropriate linked to their role in school and the expected duration of that role • on induction, all staff, supply staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements (including procedures for peer on peer abuse, online safety ,children missing education, pupil behaviour and recognising the additional vulnerabilities of those with SEND), code of conduct/behaviour/low level concerns protocols for staff, Part 1 of the current KCSE (including Annex B (if working directly with children) the whistle blowing policy and guidance for safer working practices from the Safer Recruitment Consortium. Please note, from April 2020, this also included an addendum in relation to potential changes to working practices due to the Covid-19 lockdown. Both versions are available here. ALL will be supported and then expected to understand how these policies and guidance documents apply to their role in school • all staff, supply staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/ DDSL, the MASH professional's helpline, Children's Social Care Front Door service and the NSPCC Help Line's which include the Whistleblowing helpline and the Report Abuse in Education helpline. This list will be reviewed regularly but at least annually by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A) • all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors • ensure all staff, supply staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and
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¹ For service providers staff based in school we are clear that those staff are also clear on appropriate reporting protocols which have been issued to their staff and how this aligns into our school policy.

	<p>professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that school provides on safe working practices</p> <ul style="list-style-type: none"> • all staff, supply staff, agency workers, volunteers and governors will be assigned an 'induction' mentor for a set period of time following their appointment within school. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school • the DSL and DDSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex C of the current Keeping Children Safe in Education • staff understand and recognise the importance of the role of the DSL/DDSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children • the DSL/ DDSL takes advice from the MASH professional's helpline and Children's Social Care Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the Local Threshold Guidelines • this policy is accessible to ALL, is placed on both the schools internet and paper copies will also be available in the school safeguarding area for colleagues to access who do not have day-to-day access to a school network/PC • this policy and its associated guidance is reviewed by the governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL • as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor. This provides updates of practice that operates in school, including but not limited to any changes linked to legislation, development of good practice, analysis of current safeguarding patterns and trends (including low level concerns), feedback from staff and the child's voice linked to safeguarding practice in school. This is to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete a Section 11¹ audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP) to further evidence that safeguarding arrangements are effective • parents have an understanding of the responsibility placed on school and staff for child protection, this is achieved in school as we clearly communicate our policy in information provided to
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¹ Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children

	parents and ensure our Child Protection Policy is published on the website
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<p><u>Training & Awareness for ALL</u></p> <p>The DSL for child protection in school will ensure all relevant persons – who in school, we define to include all staff, supply staff, agency workers and volunteers (including Governors) who have contact with children/young people</p>	<ul style="list-style-type: none"> • will know the name of the DSL/ DDSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate • all staff will be provided with basic child protection training (by the DSL or DDSL), immediately that they are appointed/placed in school and then attend locally endorsed child protection training for school based staff within a half term • all staff will receive locally endorsed child protection training for school based staff at least every three (3) years • the 3 yearly training offered to all staff will also be made available to volunteers and governors who have direct contact with children/young people and also any supply staff and agency workers who are on placement with school at the point of time the training is delivered will also be included in the attendance • ALL will also receive regular safeguarding and child protection updates (regularly and at least annually) from the DSL and the DDSL's which is in line with advice and changing practice – both nationally and locally ¹ • the DSL and the DDSL's will attend Local Multi Agency Child Protection Training every two (2) years • the DSL/ DDSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, e-learning, briefings, network meetings etc. via their appraisal/mentor process and in taking time to read and digest safeguarding developments • opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols by sharing the Child Protection Policy, discussing its implementation in school and reviewing the procedures outlined in line with school practices • • ALL are provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> ○ who to contact when they have a concern (attached as reference document A)
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¹ For service providers staff based in school we are clear that those staff are also supported to understand how their employers policy and practices align into our school policy and safeguarding culture.

	<ul style="list-style-type: none"> ○ information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B) ○ any amendments to practice where Covid-19 regulations require a change in staffing, contact with children, other arrangements etc. (attached as reference document C) <p>As the current KCSE includes research linked to Serious Case Reviews¹, we are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information with the right people within and between agencies, sharing information too slowly and a lack of challenge to those who appear not to be taking action.</p> <p>Our practice promotes early identification, intervention, reporting and support and we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the DDSL's who will ensure that information is appropriately recorded, reviewed and any necessary actions taken</p> <p>Information and processes for providing Early Help, Prevention and Intervention in North Tyneside can be found here</p>
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<p><u>Role & Responsibilities of the DSL</u></p> <p>The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role, they are clear on what they are responsible for which ensures that all relevant persons in school are also clear on the role of the DSL and DDSL's</p>	<ul style="list-style-type: none"> • the DSL and the DDSL's are responsible for ensuring that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all school and college staff (Part One) and for those that work directly with children and school leaders, Annex B (as appropriate) and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document • to ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way • work with the Local Authority and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to safeguarding and child protection arrangements, which will include but not be limited to completion of a return e.g. a Section 11 audit as and when requested by the North Tyneside Safeguarding Children Partnership (NTSCP) • work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at meetings
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¹ An analysis of Serious Case Reviews can be found [here](#)

	<ul style="list-style-type: none"> • ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children’s Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded • ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations • to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit to North Tyneside Safeguarding Children Partnership NTSCP as and when requested.
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<p><u>Safeguarding _____ in Practice</u></p> <p>The DSL will ensure all relevant persons:</p>	<ul style="list-style-type: none"> • know that they have a professional responsibility for sharing concerns about a child’s safety and welfare with the DSL/ DDSL in school and understand their personal responsibility with regards to safeguarding and child protection matters in school • understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the Local Threshold Guidelines to prevent concerns escalating • ensure that all staff know what to do if a child tells them he/she is being abused, neglected, harmed, or exploited (including from another child/ren or young person and via online incidents) and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DDSL’s another member of senior staff or children’s social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child • for teaching staff - the DSL and DDSL’s will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as a teaching professional including the Female Genital Mutilation (FGM) mandatory reporting duty ¹ • know that if a child/young person’s situation does not appear to be improving, the adult with concerns should press for ‘reconsideration’ – and should clearly understand what this means and how this operates within the context of the child protection policy • understand that the local authority and NTSCP provide escalation procedures as recommended from serious case reviews so a culture of effective challenge is promoted.
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¹ 1 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the current KCSE for further details and the Home office Procedural information which can be found [here](#)

	<p>Escalation and effective challenge procedures should be used when there are disagreements between professionals, service areas and/or individual services regarding decisions made about a child's safety, welfare and/or well-being. Escalation and effective challenge procedures are available here and paper copies will also be available in school in the school's safeguarding area for colleagues to access who do not have day-to-day access to a school network/PC.</p> <ul style="list-style-type: none"> • understand the need to be vigilant in identifying cases of harm/abuse and are able to immediately report concerns when they arise • ensure all staff should be able to reassure children that they are being taken seriously and that they will be supported including incidents between peers • know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret <p>ensure confidentiality protocols are adhered to and information is shared appropriately</p> <ul style="list-style-type: none"> • know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance <p>RECEIVE</p> <ul style="list-style-type: none"> • React calmly; be aware of your non-verbal messages • If you don't understand the child's communication method, reassure the child, and find someone who can • Don't interrogate the child, observe and listen, use active listening techniques • Don't stop a child who is freely recalling significant events • Keep responses short, simple, slow, quiet and gentle • Don't end the conversation abruptly <p>REASSURE</p> <ul style="list-style-type: none"> • Tell the child they are not to blame; and have done the right thing by telling you • Tell the child what will happen next; be honest about what you can and can't do • Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else' <p>REACT</p> <ul style="list-style-type: none"> • Explain what you have to do next and whom you have to tell • Inform the Designated Safeguarding Lead (DSL) or DDSL immediately • understands that the Head teacher, DSL or the DDSL in school will disclose any information about a pupil to other members of staff on a need to know basis only • recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be: <ul style="list-style-type: none"> • addressed • managed sensitively and effectively • dealt with in a timely manner
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	<ul style="list-style-type: none"> • dealt with in accordance with schools agreed policies/practices, including the reporting of low level concerns policy and Whistleblowing Policy <ul style="list-style-type: none"> • understand that if they have a concern about another adult in school (including supply staff, agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSE and as noted to all adults in school as part of induction and training protocols • ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer/child on child abuse and how such allegations are managed <p>Peer on peer abuse is most likely to include the following which can often have online elements:</p> <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying). • abuse in intimate personal relationships between peers. • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm • sexual violence, such as rape, assault by penetration and sexual assault. • sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse. • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. • consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery). • upskirting, which typically involves taking a picture under a person's clothing without their permission. • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). <ul style="list-style-type: none"> • our full school procedures on peer on peer/child on child abuse reflects the different forms this abuse can take and is clear that this is abuse and will not be tolerated. This can found <ol style="list-style-type: none"> a) in a separate peer on peer/child on child abuse policy document <p style="text-align: center;"><i>or</i></p> • included in the pupil behaviour policy
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	<ul style="list-style-type: none"> • the procedures for peer on peer/child on child also notes how victims of this abuse will be supported in school and considers the issues as outlined in Part 5 of the current KCSE regarding child on child sexual violence and sexual harassment where relevant • undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm • contacting the Children’s Social Care Front Door service for information, advice and/or guidance (including use of the MASH professional helpline), following the early help pathway where relevant, or to make a referral where there are concerns about harm a child/young person • ensuring that all relevant persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DDSL • ensuring that any staff member is aware that they can make a referral to Children’s Social Care Front Door Service should circumstances require this. They should then report any actions to the DSL/DDSL as soon as is practically possible • reporting an unexplained school absence to the child/young person’s Social Worker or Children’s Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place • ensuring that the school have in place a Designated Teacher for looked-after children and previously looked-after children, and that their contact details are noted in the information attached at the end of this policy • The DSL will work with work with the headteacher and relevant strategic leads (such as the Designated Teacher for looked-after children and previously looked-after children) to ensure children who have been allocated social worker or have previously been allocated a social worker are supported with their welfare and educational outcomes. This is in line with the recent review of Children in Need.¹⁾, • work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of these children in school and meet their needs • recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges (see section below). The child protection procedures and practices which operate in school reflect the fact that additional barriers
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¹ [DFE Review of Children in Need, June 2019](#)

	<p>can exist when recognising abuse and neglect in this group of children</p> <ul style="list-style-type: none"> • when teaching about safeguarding, a one size fits all approach may not be appropriate for all children especially those with SEND or who have been victims of abuse • operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of the current KCSE
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<p><u>Working with Others</u></p> <p>The DSL for child protection in school will co-ordinate and lead on the following:</p>	<ul style="list-style-type: none"> • undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm • contacting the Children’s Social Care Front Door service for information, advice, guidance (including use of the MASH professional helpline and following the early help pathway) or to make a referral where there are concerns about harm a child/young person • ensuring that all relevant persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DDSL • ensuring that any staff member is aware that they can make a referral to Children’s Social Care Front Door Service should circumstances require this • reporting an unexplained school absence to the child/young person’s Social Worker or Children’s Social Care Front Door service where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place • ensuring that the school have in place a Designated Teacher for looked-after and previously looked-after children and that their contact details are noted in the information attached at the end of this policy • work with the Virtual School Head within the Local Authority to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child’s personal education plan • recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges (see section below). The child protection procedures and practices which operate in school reflect the fact that additional barriers
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	<p>can exist when recognising abuse and neglect in this group of children</p> <ul style="list-style-type: none"> operational policy and practice in school reflects and provides for children to have learning experiences including care and accommodation, for short periods of time, by a host family to which they are not related at set out in Annex E of the current KCSE
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<p><u>Teaching & Learning</u> <u>and</u> <u>Curriculum</u></p> <p>The DSL will be required to ensure:</p>	<ul style="list-style-type: none"> children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This will include covering relevant issues through personal, social, health and economic education (PSHE) including relationship and sex education (RSE)¹ that as we increasingly work online we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place the appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding the governing body carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks children face in accordance Part 2 and Annex D of the current KCSE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers school to protect and educate the whole school community in the use of technology² and have established mechanisms to identify, intervene and escalate any incident where appropriate staff have an awareness of risk-taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education, gang or organised crime involvement and sharing nudes or semi-nudes which is also known as youth produced sexual imagery³ staff have an awareness issues can manifest themselves via peer on peer/child on child abuse. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual,
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¹ The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Guidance [available here](#).

² See DfE guidance on Teaching Online Safety in Schools [available here](#)

³ Guidance is available in [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](#)

	<p>harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.</p> <ul style="list-style-type: none"> • staff are clear on school policy and procedures for managing peer on peer/child on child abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSE • All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report • ensure (alleged) perpetrators are offered support as they may also have unmet needs and any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them
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3. SUPPORTING PUPILS

In school we recognise that children/young people, who are harmed, abused or witness violence/abuse may find it difficult to develop a sense of self worth, they may feel helplessness, humiliation and some sense of self-blame.

School may be the only stable, secure and predictable element in the lives of children/young person at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children/young people actually adopt abusive behaviours and that these children/young people must be referred on for appropriate support and intervention.

<p>In school we will endeavour to support the pupil through:</p>	<ul style="list-style-type: none"> • the content of the curriculum to encourage self-esteem and self-motivation • the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued • the school's pupil behaviour policy which is aimed at supporting vulnerable pupils in school including those with mental health difficulties • ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on pupil behaviours but does not damage the child/young person's sense of self-worth. • endeavouring to ensure that the pupil fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers
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	<ul style="list-style-type: none"> • liaison with other agencies as appropriate which support the pupil including child and adolescence mental health services where appropriate • a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so • recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection • fully support children as victims of abuse where they have been forced and/or coerced into behaviours that have resulted in harmful, risky and exploitative situations such as criminal or sexual exploitation, radicalisation, forced labour etc. • vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's school record and in accordance with the schools record management practices) and notifying relevant services <u>as soon as there is a recurrence of a concern</u> • ensuring that when a pupil subject to a child protection plan leaves or the school holds relevant safeguarding information, this will be transferred to the new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will help them put in place the right support to safeguard this child and to help the child thrive in the school. This will be transferred separately from the main pupil file (in accordance with the current KCSE), ensuring secure transit and confirmation of receipt will be obtained
<p><u>Special Educational Needs (SEN) and Disability</u></p>	<p>We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as</p> <ul style="list-style-type: none"> • assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration • being more prone to peer group isolation or bullying (including prejudiced based bullying) than other children • that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and • communication barriers and difficulties in overcoming these barriers <p>To address these additional challenges, staff are made aware of these increased vulnerabilities for children/young people with SEND.</p>

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

<p>In school we will:</p>	<ul style="list-style-type: none"> • operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current KCSE for all staff, supply staff, agency workers and volunteers (including Governors) before individuals are appointed or placed into school • ensure that at least one member of the governing body and the Head teacher is trained in Safe Recruitment Practices and at least one person who conducts the interview has completed safer recruitment training • ensure that all Governors in maintained schools have in place an enhanced DBS certificate without barred list check unless they are also in regulated activity and a Section 128 check regarding the management of a school¹ • ensure that all staff, supply staff, agency workers and volunteers (including governors) are appropriately inducted and supported following their appointment • ensure that all staff, supply staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents including having access to the school’s code of conduct (which included procedures for reporting low level concerns), and the Safer Consortium’s ‘Safer Working Practices for Adults who work with Children and Young People’. Please note, from April 2020, this also included an addendum in relation to potential changes to working practices due to the Covid-19 lockdown. Both versions are available here. • ensure that staff, supply staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust) • ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable
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¹ ¹ In accordance with Paragraph 138 and 144-147 of KSCE 2020 which notes a person prohibited under S128 is also disqualified from holding or continuing to hold office as a governor of a maintained school (e.g., Community or Foundation School (Church or Learning Trust)).

	<ul style="list-style-type: none"> • ensure allegations are dealt with properly where school is not the employer e.g. allegations against supply teachers. In no circumstances will we cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. When using an agency, we will inform them of our process for managing allegations and will keep the agency involved and informed throughout any cases of allegations against their agency/supply workers. • Allegations Management: <ul style="list-style-type: none"> ○ implement Part 4 of the current KCSE (<i>Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors</i>) and all other relevant Safeguarding and Child Protection policies ○ in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details
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Reference Document A

Carville Primary School

Contact Details for Child Protection and Safeguarding as at: September 2021

(*these details will next be reviewed in September 2022 to ensure that they remain relevant)

Designation/Role	Contact Details
Head Teacher	Name: Mr R Harker

	Telephone(s): 0191 234 2676 Email: Robert.harker@carvilleprimary.co.uk	
Chair of Governors	Name: Mrs K Ellis Email: Kehri.ellis@ntlearningtrust.org.uk	
Designated Safeguarding Lead (DSL):	Name: Mr R Harker Telephone(s): 0191 234 2676 Email: Robert.harker@carvilleprimary.co.uk	
Deputy Designated Safeguarding Lead (DDSL):	Name: Mr A Qualters Telephone(s): 0191 234 2676 Email: allan.qualters@carvilleprimary.co.uk	
	Name: Mrs H Thomsen Telephone(s) 0191 234 2676 Email: helen.thomsen@carvilleprimary.co.uk	
Designated Teacher for Looked After Children	Name: Mr A Qualters Telephone(s): 0191 234 2676 Email: allan.qualters@carvilleprimary.co.uk	
Designated Safeguarding Governor:	Name: Elaine Robson Email: Elaine.robson@northtyneside.gov.uk	
Designated Officer – Local Authority	LADO-Contactable through the Front Door Service-See below	
Front Door (North Tyneside Residents only) Access to Multi-agency Safeguarding Hub (MASH)	0345 2000 109	MASH Professional Helpline 0191 643 5555
	Out of Hours: 0330 333 7475 (evenings and weekends)	
Newcastle Children's Services (Newcastle Residents)	01912772500	
Adult Social Care Gateway Team	0191 6432777	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	Dedicated DFE Prevent line 020 7340 7264	
NSPCC National Whistle Blowing Help Line:	0800 028 0285 help@nspcc.org.uk	
Integrated Locality Teams:	North West-Based at Shiremoor Children's Centre-6432110	South West-Based at Howdon Children's Centre-6432229
	The Coast-Based at Whitley Bay Customer First Centre-6438804	Central-Based at Riverside Children's Centre-6438899

Reference Document B

Links to other procedures in School

This policy does link to other school procedures and therefore must be read in conjunction with other related policies in school. This includes, but is not limited to the following list.

1. Safe To Learn / Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
2. Attendance management
3. Allegation management - adults
4. Arrangements for those educated in alternative provisions and those educated other than in school
5. Behaviour policy
6. Children Missing Education policy
7. Complaints
8. Confidentiality, data protection and information sharing
9. E-safety, use of the internet, photography and mobile phones
10. Exclusions
11. First aid
12. Health & Safety
13. Inclusion and Special Educational Needs and Disability (SEND)
14. Induction procedures
15. Intimate care policy
16. Lettings & school security
17. Looked after and previously looked after children policy
18. Medication policy
19. Children and young people's Mental Health and Wellbeing policy
20. Peer on Peer abuse/Child on Child abuse-managing allegations made against other children/young people including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children Safe in Education
21. Physical intervention & use of reasonable force
22. Promoting equality & diversity
23. Preventing radicalisation and extremism
24. PSHE policy, including RSE policy (Relationship and Sex Education)
25. Pupil Premium Policy
26. Recruitment, selection DBS and vetting
27. School trips and visits

28. Staff behaviour policy (code of conduct)
29. Transient children policy
30. Visitors, supply staff, agency workers and volunteers (including Governors)
31. Whistle blowing
32. Young Carers policy