

SAFEGUARDING AND CHILD PROTECTION POLICY

Key External Contact Details

Local Authority Designated Officer	Melanie Scott Tel: 0191 211 6730 Email: melanie.scott@newcastle.gov.uk
Newcastle City Council Children's Social Care Services	Tel: 0191 277 2500 Out of Hours Emergency Duty Team Tel: 0191 278 7878 Email: edt@newcastle.gov.uk
Multi-Agency Safeguarding Hub	Tel: 0191 277 2132 (Int: 22132) Email: Leigh.Mcdougale@newcastle.gov.uk
Support and Advice about Extremism	Northumbria Police Upper Pearson Street, North Shields <i>By phoning: 101 Ext 63854</i> Email: specialbranch@northumbria.pnn.police.uk Emergency: 999 Non-emergency Number: 101 Local Authority Prevent Lead Paul Staines Tel: 0191 277 7524 Email: paul.staines@newcastle.gov.uk Department for Education Non-emergency Number: 020 7340 7264 Email: counter.extremism@education.gov.uk
NSPCC whistleblowing advice line	Address: Weston House, 42 Curtain Road London EC2A 3NH Tel: 0800 028 0285 Email: help@nspcc.org.uk
Disclosure and Barring Service	Barring Service: Address: PO Box 181, Darlington, DL1 9FA Tel: 01325 953795 Email: dbsd Dispatch@db.s.gsi.gov.uk Disclosure Service: PO Box 3961, Royal Wootton Bassett, SN4 4HF Tel: 03000 200190 Email: customerservices@db.s.gsi.gov.uk
National College for Teaching and Leadership	Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH Tel: 0207 593 5393 Email: misconduct.teacher@education.gov.uk

OFSTED Safeguarding Children	Tel: 0300 123 4666 (Monday to Friday from 8am to 6pm) Email: Whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000100 EMAIL: concerns@isi.net

Key School Contact Details

Governors - for safeguarding purposes only	<p>Chair of Governors Tim Care Tel: 07712 696199 Email: tcare@newcastleschool.co.uk</p> <p>Nominated Safeguarding Governor Dr Neil Lloyd-Jones Tel: 07710 969141 Email: nlloyd-jones@newcastleschool.co.uk</p>
Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL)	<p>Newcastle School for Boys main DSL Graeme Hallam Tel: 07525 419099 Email: ghallam@newcastleschool.co.uk</p> <p>Deputy DSL with specific responsibility for Senior School Tracey Innes Tel: 07974 693389 Email: tinnes@newcastleschool.co.uk</p> <p>Deputy DSL with specific responsibility for Junior School Tiffany White Tel: 07715 746496 Email: twhite@newcastleschool.co.uk</p> <p>Deputy DSL with specific responsibility for EYFS Sian Woosnam Tel: 07714 330626 Email: swoosnam@newcastleschool.co.uk</p> <p>Westfield School DSL Liz Wise Tel: 0191 255 3980 Email: ewise@westfield.newcastle.sch.uk</p>
Head	<p>David Tickner Tel: 07793 742699 Email: headmaster@newcastleschool.co.uk</p>

POLICY STATEMENT

This policy applies to Newcastle School for Boys ("the School") which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the School website or from either of the Senior or Junior School offices.

This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2019) ('KCSIE')
 - Disqualification under the Childcare Act 2006 (August 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (2018) ('WT')
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and child care providers (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Newcastle City Council as part of the inter-agency safeguarding procedures set up by the Newcastle Safeguarding Children Board (NSCB).

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

Parents are encouraged to raise any concerns directly with the School, if necessary, using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

The School has arrangements for listening to children and providing early help such as through a strong class teacher and form tutor support system, school councils, a safeguarding e-mail service and a concern reporting facility on the school website that may be used anonymously if a child/parent prefers.

Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe

and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

See **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ('DSL').

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and detail of what was said by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what

services to provide. This is particularly important in the context of harmful behaviours such as sexual harassment and sexual violence. The School manages this by:

- Listening to the child's wishes and feelings - about their situation now as well as plans and hopes for the future;
- Providing children with honest and accurate information about the current situation, as seen by practitioners, and future possible actions and interventions;
- Involving the child in key decision-making processes;
- Providing appropriate information to the child about their right to protection and assistance;
- Inviting children to make recommendations about the services and assistance they need and/or are available to them;
- Ensuring children have access to independent advice and support (for example, through advocates or children's rights officers) to be able to express their views and influence decision-making;
- Considering with them, issues arising in relation to identity, diversity, culture, faith, sexual orientation language, disability, low confidence and trust.

The School operates its processes with the best interests of the pupil at heart.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside of the School and can occur between children outside of School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

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

- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the NSCB referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care services for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Newcastle. A full copy of their local procedures can be found <https://www.nscb.org.uk/>

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of

a child being drawn into terrorism, they must call 999. Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following:

- Dept for Education Due Diligence & Counter Extremism Group: **020 7340 7264**
- Anti-Terrorist Hotline: **0800 789 321**
- Crime stoppers: **0800 555 111**
- Email: specialbranch@northumbria.pnn.police.uk
By phoning: 101 Ext 63854
- www.gov.uk/report-suspicious-activity-to-mi5
- www.gov.uk/report-terrorism

Advice and support can also be sought from children's social care services. The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Headmaster and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the Westfield School DSL and involve children's social care as appropriate. See **Appendix 1** of this policy for the procedure to be followed where there is suspicion that a pupil may be at risk of FGM.

What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are:

If a child fails to attend on the agreed date, staff must inform the DSL or a DDSL without delay. The DSL or DDSL will consider notifying the local authority at the earliest opportunity.

The School will report to Newcastle City Council a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

See also the School's *Missing child policy and procedures when a child is not collected on time*. Further detail can also be found at *Appendix 1* of this policy.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Headmaster. Where there are concerns about the Headmaster, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headmaster, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and may refer the matter directly to the designated officer at Newcastle City Council.

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in the School's *Whistleblowing policy*. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- Having clear, robust policies dealing with key issues such as cyber-bullying
- Ensuring staff and pupils are aware of the policies
- Identify any blind spots within the school
- Supervise and be aware of potential risky areas, changing rooms etc.
- Pay attention and monitor children who are sneaking off in areas out of view
- Take steps to prevent isolation
- Separate pupils if needed
- Increase supervision during key times
- Where risk is identified having 'pupil risk assessments in place'

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's *Anti-bullying* and *Behaviour management* policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the NSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the NSCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the NSCB and/or the police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

All incidents involving youth produced sexual imagery (YPSI) including sexting (defined as 'writing and sharing explicit messages') will be responded to in line with this **Safeguarding and child protection policy**. When an incident involving YPSI comes to the School's attention:

- i. The incident should be referred to the DSL as soon as possible
- ii. The DSL should hold an initial review meeting with appropriate school staff
- iii. There should be subsequent interviews with the young people involved (if appropriate)
- iv. Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a young person at risk of harm
- v. At any point if there is a concern a young person has been harmed or is at risk, a referral will be made to children's social care services and/or the police immediately

School staff may confiscate any item they reasonably believe to contain YPSI. Any confiscated item should be passed to the DSL as soon as possible. The decision to view YPSI will be based on the professional judgement of the DSL.

Learning about YPSI, its legal status and dangers forms part of the School's PSHE and ICT programmes as well as forming part of the School's wider safeguarding education for pupils and staff.

Further guidance can be found [Sexting in schools and colleges: responding to incidents and safeguarding young people \(UKCCIS\)](#).

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by appropriate staff and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEADMASTER, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and NSCB arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical (non-recent) allegations of abuse should be referred to the police and also to the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the local authority 'designated officer' or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Headmaster OR to the DSL. If an allegation is reported to the DSL, the DSL will keep the Headmaster informed. Where the Headmaster or DSL is absent, or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Headmaster OR DSL is the subject of the allegation or concern, the Headmaster OR DSL must not be informed of the allegation prior to contact with the Chair of Governors and designated officer.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the police and/or children's social care services.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care services or the police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer, **WT** and **KCSIE** when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care services or the police.
6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or National College for Teaching and Learning should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to

provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the National College for Teaching and Leadership and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

STAFF BEHAVIOUR POLICY

The School's *Staff behaviour policy* can be found in the school policies folder within the staff resources area at <R:\School policies - current\Staff behaviour policy.pdf> The aim of the *Staff behaviour policy* is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right

to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, governors and volunteers to work with children and young people is set out in the School's ***Recruitment, selection and disclosures policy and procedure***.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's ***Visitor policy***.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Graeme Hallam who is a member of the Senior Leadership Team.

Tracey Innes, Tiffany White and Sian Woosnam are the DDSLs to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL's and DDSL's contact details can be found on the ***Key Contacts*** page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's ***Safeguarding and child protection policy***. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL or a DDSL will always be available to discuss safeguarding concerns. During term time, the DSL and/or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are to contact Graeme Hallam, DSL on 07525 419099 or, in his absence, the Headmaster on 07793 742699.

Full details of the DSL's role can be found at Annex B of ***KCSIE***.

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training are in line with advice from NSCB.

All Staff

All new staff will be provided with induction training that includes:

- the ***Safeguarding and child protection policy***
- the role and identity of the DSL and DDSLs
- the ***Staff behaviour policy*** including the School's whistleblowing procedure and the acceptable use of technology, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education
- a copy of Part one of ***KCSIE***
- School leaders and staff who work directly with children will also be required to read Part five and Annex A of ***KCSIE***.

Copies of the above documents are provided to all 'staff' during induction.

Temporary staff and volunteers are provided with an induction session outlining the safeguarding procedures particular to Newcastle School for Boys.

All staff are also required to:

- Read Part one of ***KCSIE*** and confirm that they have done so. Each time Part one of ***KCSIE*** is updated by the Department for Education, staff will be updated on the changes by the DSL.
- Understand key information contained in Part one of ***KCSIE***. The School will ensure staff understanding by regular training, reminders, updates and monitoring.
- Receive training in safeguarding and child protection regularly, in line with advice from the NSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, e-mails, sharing of resources and staff meetings.

DSL

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record-keeping and promoting a culture of listening to children and training in the NSCB's approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSLs are trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Dr Neil Lloyd-Jones is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the governing body.

A review of the School's safeguarding and child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The DSL produces an annual review of the effectiveness of the School's safeguarding procedures and their implementation. This is reviewed and scrutinised in turn by the lead governor for safeguarding and reported to the main governing body at a meeting attended by the DSL. The governors' safeguarding sub-committee meets termly with the DSL and his deputies to review and monitor the effectiveness of the School's safeguarding procedures.

The School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the local authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's system is called Smoothwall. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's *E-safety policy*.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the School site, will be supervised by a school employee. On attending the School, visiting speakers will be required to show original, current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers.

Additional measures should be taken to safeguard pupils, for example in one-to-one or off-site tuition and performances away from the School.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's *Recruitment, Selection and Disclosures policy* and procedure.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's *Bring your own device (BYOD) policy for staff and visitors* supported by the *Staff code of conduct for the use of the computer network and internet*.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the Early Years settings is Sian Woosnam.

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Designated Safeguarding Lead
Latest revision: April 2020

APPENDIX 1 - SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos

or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Upskirting: is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Child criminal exploitation (county lines): Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

So-Called 'Honour-Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) and forced marriage.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency

liaison with police and children's social care service. If in any doubt, staff should speak to the Westfield School DSL.

There is a statutory duty on teachers to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Westfield School DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with either the Newcastle School for Boys or Westfield School DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the *Multi-agency guidelines: Handling cases of forced marriage*. School staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or e-mail fmu@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, Gay, Bisexual or Transsexual (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Domestic abuse: Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's ***Missing child policy and procedures when a child is not collected on time***. All unexplained absences will be followed up.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

a) fulfil its duty to identify children of compulsory school age who are missing from education; and

b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

APPENDIX 2

Context

This appendix to the School's *Safeguarding and child protection policy* has been produced in response to the coronavirus (COVID-19) pandemic and the interim safeguarding guidance published by the Department for Education on 27th March 2020.

Our existing school policy continues to be compliant and fit for purpose. It recognises and responds to the key guidance documents:

- *Keeping Children Safe in Education 2019.*
- *Working Together to Safeguard Children 2018.*
- Existing Local Authority/Safeguarding Partnership advice and guidance.
- Guidance in response to the coronavirus pandemic was published by the DFE on March 27th, and this annex to our existing policy reflects the advice contained within this document.

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This appendix to the Newcastle School for Boys' *Safeguarding and child protection policy* contains details of our individual safeguarding arrangements in the following areas:

Advice from our Local Safeguarding Partners

Newcastle School for Boys will continue to respond and act upon the guidance and advice provided by our Local Safeguarding Partners during the period that new arrangements are in place. We will review any updated advice, share with appropriate staff and ensure school practice reflects new guidance.

Advice from the Local Authority

Where the Local Authority issues further advice and guidance regarding the following areas of our activity, we will review our practice, share with appropriate staff and ensure school practice reflects this new advice.

Areas to consider:

- Pupils with EHC plans
- Advice from the LADO/Children's Social Care
- Reporting concerns where issues are identified
- Changes in referral thresholds
- Response to those identified as Children in Need

Responding to concerns regarding a pupil.

All staff at Newcastle School for Boys are expected to follow all existing procedures for responding to concerns. This includes:

- any newly shared guidance developed as a consequence of the coronavirus pandemic.
- making a report via their school e-mail account, which can be done remotely. In the unlikely event that a member of staff cannot access their e-mail from home, staff should not solely rely on e-mail but should ensure direct contact is made with the DSL either face to face or by telephone.
- the DSL, on receipt of any communications by e-mail, will always acknowledge receipt by return e-mail. If staff are concerned that their report has not been received, then they should look to contact the DSL or one of his deputies immediately by telephone.

Where staff have a concern, it is expected that this information will be shared with a named DSL to ensure appropriate advice is given and actions taken to safeguard the pupil. All staff and volunteers must act immediately on any safeguarding concerns which may be identified. **See flow diagram.**

DSL (and deputy) arrangements

All staff have been advised of the arrangements we have in place and contact details for the identified DSL/Deputy DSL during the period of this pandemic.

See flow diagram.

The optimal scenario is to have a trained DSL (or deputy) available on site.

- Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.
- Where a trained DSL (or deputy) is not on site, in addition to the above, a member of staff will be directed by a DSL or a member of the SLT to assume responsibility for co-ordinating safeguarding on site until a DSL or a member of SLT can arrive on site.
- It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Peer on Peer abuse

We recognise that during the period where new working arrangements are in place, some pupils may be potentially vulnerable to different forms of abuse, including peer on peer abuse. Newcastle School for Boys will continue to respond to any concerns which may arise. Staff must follow existing reporting arrangements, discuss concerns with a DSL and continue to follow the guidance set out within our existing policy.

Responding to concerns regarding staff conduct / behaviour

All staff are aware of their responsibility to report any concerns regarding the conduct or behaviour of colleagues. Our **Whistleblowing Policy** clearly sets out the reporting process and this reflects the key messages set out in Part 4 of KCSIE 2019.

Should staff have any concerns they must follow existing school procedures.

Vulnerable Pupils

Vulnerable children include:

- those who have a social worker
- those children and young people up to the age of 25 with education, health and care (EHC) plans.
- those who have a social worker including children who have a Child Protection Plan
- those who are looked after by the Local Authority.
- a child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home. Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Newcastle School for Boys will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Newcastle School for Boys or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. We will encourage our vulnerable children and young people to attend school, including remotely if needed.

Supporting all Pupils

During this period, the vast majority of our pupils are not expected to attend school. These pupils do not currently meet the agreed definition of a 'vulnerable pupil'.

Newcastle School for Boys recognises our ongoing responsibility to provide advice, support and guidance to all our pupils and our staff are in regular contact with all pupils on our roll. Safeguarding these pupils remains **everyone's responsibility**.

We continue to seek to communicate with, and provide advice and information to, all pupils.

Our staff are aware of their responsibility to seek advice regarding any issue which causes concern and are expected to continue to adhere to existing school reporting and recording procedures for any potential safeguarding issue.

Supporting children not in school

Newcastle School for Boys is committed to ensuring the safety and wellbeing of all its boys. Where the DSL has identified a boy to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

- Details of this plan must be recorded, as should a record of contact have made.
- The communication plans can include; remote contact, phone contact, doorstep visits.
- Other individualised contact methods should be considered and recorded.

Newcastle School for Boys and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

- This plan will be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.
- The school will share safeguarding messages on its website and social media pages.
- Newcastle School for Boys recognises that school is a protective factor for its boys, and the current circumstances, can affect the mental health of pupils and their parents/carers.
- Teachers need to be aware of this in setting expectations of pupils' work where they are at home.
- Newcastle School for Boys will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Online safety

During the period where new working arrangements are in place, Newcastle School for Boys recognises that our boys may be using a range of technologies and online materials, as well as potentially accessing a range of different sites as part of their home learning programme.

We will share appropriate and recognised on-line learning materials with our boys and we will ensure we continue to reinforce our expectations regarding safe online behaviour for all pupils during this period.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- 1:1 video sessions should only be used where there is a specific educational or pastoral need, and where possible an adult should also be in the room. Parents will always be notified in advance of a 1:1 video session taking place.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, where possible.
- All live classes, including 1:1 sessions, should be recorded by the teacher and stored on the School cloud storage so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, which is recommended to be 30 minutes.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms recommended by Newcastle School for Boys to communicate with boys.
- Staff should make a note and keep a record of the length, time, date and attendance of any sessions held.

Where staff have a safeguarding, pastoral, or academic concern, then they must follow existing school reporting procedures and E-safety policy.

School attendance procedures

The procedures will be as follows:

- The school will agree with parents/carers which boys should be attending school.
- The school will then follow up on any boy that they were expecting to attend, who does not.

To support the above, we will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Staff training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. In order to support staff and keep children safe:

- All existing school staff should have read part 1 and annex A of Keeping Children Safe in Education (2019).
- The DSL will communicate with staff any **new** local arrangements, so they know what to do if they are worried about a child.

- Where new staff are recruited, or new volunteers will continue to be provided with a **safeguarding induction**.

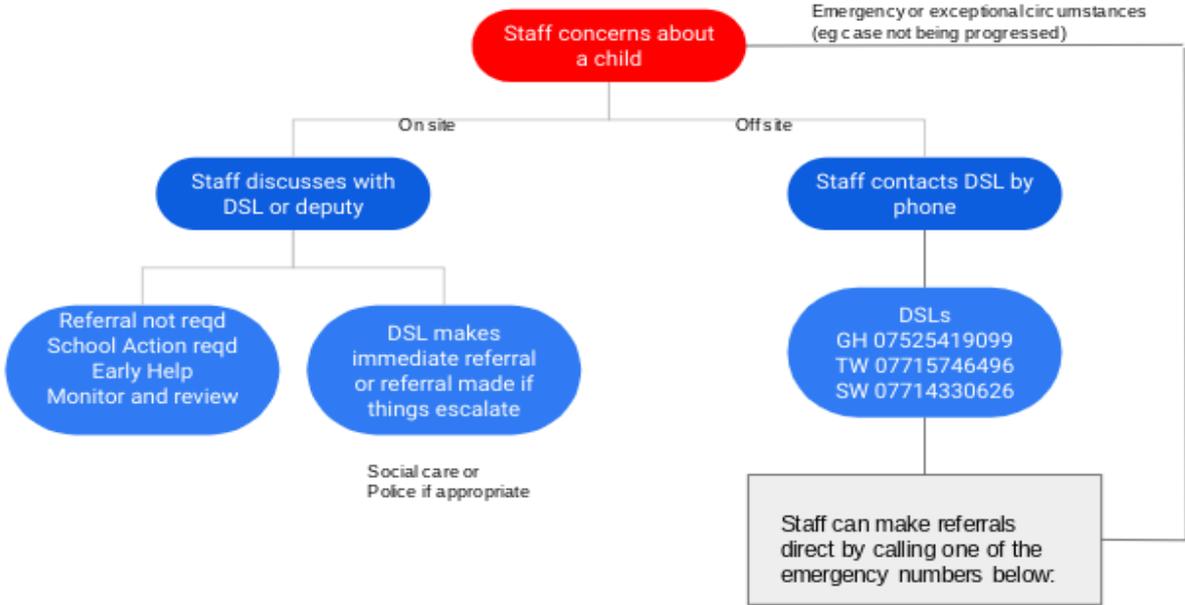
If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual
- upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer Recruitment and procedure for movement of staff and volunteers

- Newcastle School for Boys recognises that this situation requires us all to work in different ways and respond to new and emerging circumstances.
- We remain committed to the principles of Safer Recruitment practice and guidance as described in KCSIE 2019 Part 3.
- Should volunteers be permitted to support the school, we will continue to undertake all appropriate vetting and checking procedures and ensure we are compliant with the principles of regulated activity.
- We will ensure that our Single Central Register is maintained and all required elements are compliant.

Flow diagram if you have a concern about a boy:



EMERGENCY: If a child is in immediate danger call the POLICE on 999
EMERGENCY: To make an URGENT referral call Children's Social Care on 0191 2787878
To make a NON URGENT referral, contact Children's Social Care using the online referral form https://nccportal.newcastle.gov.uk/forms/referral/public
Unsure how to respond or for ADVICE and guidance call a Clennell Education Solutions Safeguarding Consultant on 0191 2146724