



CHILD PROTECTION AND SAFEGUARDING POLICY 2025
(in line with KCSIE 2025)

Ratified and Agreed by Governors October 2025

Contact Numbers

Early Help Service and Early Help Advice team: 0191 424 6210

Integrated Safeguarding Intervention Team: 0191 4245010

Let's Talk (Adult Services) contact: 0191 4246000

Adult and Children's Out of Hours contact: 0191 4562093

Children's Standards Unit: 0191 4545021

LADO 0191 4247747

Designated Safeguarding Lead Kevin Taggart

Deputy Designated Safeguarding Lead and Family Worker – Alex Stobbs

This policy is to be read alongside The E- Safety and Low Level

Concerns Policy

After each revision the policy is circulated to all Governors, school staff and published on the school website.

The policy is to be reviewed by the Governing Board in: November 2025

Contact details

Kevin Taggart ktaggart@jarrowcross-pri.s-tyneside.sch.uk

01914898354

Alex Stobbs astobbs@jarrowcross-pri.s-tyneside.sch.uk

01914898354

Out of hours

info@jarrowcross-pri.s-tyneside.sch.uk

Aims

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are properly trained in recognising and reporting safeguarding issues

Jarrow Cross C of E Primary's whole-school Child Protection and Safeguarding Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Jarrow Cross C of E Primary creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

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

Framework, Legislation and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), the [Maintained Schools Governance Guide](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see page 5).

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report

to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

[The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

[Working Together to Improve School Attendance \(2024\)](#) is statutory guidance so school must have regards to as part of efforts to maintain high levels of school attendance.

Generative artificial intelligence (AI) in education (2025) provides guidance on the use of AI.

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tyneside Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the Borough.

Jarrow Cross C of E Policy is committed to keeping children safe and safeguarding all children in accordance with Child Protection: South Tyneside Safeguarding Children Partnership partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Integrated Safeguarding Intervention Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Definitions

Safeguarding and promoting the welfare of children means:

Providing help and support to meet the needs of children as soon as problems emerge

Protecting children from maltreatment whether that is within or outside the home, including online

Preventing impairment of children's mental and physical health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Including witnessing ill treatment of others eg all forms of domestic abuse including where children see, hear or experience its effects. (Keeping Children Safe in Education 2025)

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

Integrated care Boards- South Tyneside Safeguarding Children Partnership

The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator

too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Governors and staff are committed within Jarrow Cross Co f E Primary to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff should be aware of the indicators of abuse, neglect and exploitation. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means they should consider, at all times, what is in the best interests of the child.

Jarrow Cross Co f E Primary fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Jarrow Cross Child Protection Policy:

- 1. Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.)
- 2. Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Kevin Taggart or Deputy Designated Safeguarding Lead Alex Stobbs or the Multiagency Safeguarding Team (MASH) on 0191 424 5010 directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
- 3. Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).

4. Support All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and /or they may not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about the child.

(Keeping Children Safe in Education- DFE, September 2025)

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

'Any reports of abuse involving children with SEND will therefore require close liaison with the DSL and the SENCO' Pupil Passports will include details of appropriate support and any communication needs to help pupils overcome barriers they face.

- 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 at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

All Staff

All staff working directly with children will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education 2025 and review this guidance at least annually. Staff who **don't** work directly with children will read part 1 of KCSIE or annex A of KCSIE (a condensed version of part 1), but these staff are expected to read at least either section.

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

Provide a safe space for pupils who are LGBT to speak out and share their concerns
All staff will be aware of:

Our systems which support safeguarding, including this Child Protection and Safeguarding policy, the Staff Code of Conduct, The Low Level of Concerns Policy and the role and identity of the Designated Safeguarding Lead (DSL) and deputy, the Behaviour Policy, the Online Safety policy and the safeguarding response to children who go missing from education/ **are absent from education**, the online safety policy which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

The fact that children can be at risk of harm inside and outside of their home, at school and online

The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children

What to look for to identify children who need help or protection

All staff have a responsibility to recognise child abuse, neglect and Child on Child abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked document in Appendix

1 of this Child Protection Policy which links to the full list taken from Keeping Children Safe in Education 2025

Broadly the areas taken from Keeping Children Safe in Education, 2025 Annex B reflecting specific forms of abuse and safeguarding issues are:

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children in the court system
- Children who are absent from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- Mental Health
- Modern Slavery
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Serious Violence
- Peer on Peer Abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

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

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

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.

- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Safeguarding Intervention Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Jarrow Cross C of E Primary Recording and Information Sharing Policy/Procedure. All staff members have log ins to CPOMS our on line Safeguarding recording system.
- Ensure that they maintain an attitude **of 'it could happen here'** and report any concerns regarding the behaviour of a child on our CPOMS system/an adult/staff member to the SLD or LADO.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the school's Online Safety Policy / acceptable usage in the protection of all pupils. This also includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring. (Keeping Children Safe in Education 2023)
- This management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance.
- Ensure that they are aware that child on child abuse may take the form of cyberbullying and must be dealt with in the same way as any type of abuse.

- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Handbook inclusive of use of mobile phones and electronic devices.

SEND

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

We will ensure parents are aware of and have contact details for The Special Educational Needs and Disabilities Information and Support (SENDIASS) which offer information, advice and support for parents and young people with SEND. (Keeping Children Safe in Education 2025)

Looked-after and previously looked-after children

At Jarrow Cross we will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The Head Teacher (Designated Teacher) and DSL has details of children's social workers and relevant virtual school heads

The Head Teacher is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Child Sexual Exploitation

Jarrow Cross C of E Primary also recognise that Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. If this is suspected all usual safeguarding procedures must apply.

Jarrow Cross C of E Primary will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Head Teacher

The Headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the deputy DSL on this

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

Virtual school heads

- Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.
- VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).
- They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

The Designated Safeguarding Lead

Jarrow Cross C of E Primary has appointed Kevin Taggart, headteacher, to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead and the Deputy Safeguarding Lead have a complete safeguarding picture and be the most appropriate persons to advise on the response to safeguarding concerns.

Role of the Designated and Deputy Safeguarding Leads

At Jarrow Cross C of E Primary the headteacher, Kevin Taggart and Alex Stobbs are the safeguarding team.

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This will be explicit in the role holder's job description.

The Designated Safeguarding Lead has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Multi Agency Safeguarding Hub (MASH) - 0191 424 5010.

The broad areas of responsibility for the Designated Safeguarding Leads are identified here as reflected in Keeping Children Safe in Education 2025.

Manage referrals

Refer cases of suspected abuse to the Integrated Safeguarding Intervention Team.

Support staff who make referrals to the Integrated Safeguarding Intervention Team.

Refer cases to the Channel programme for all those who are susceptible to radicalisation.

Support staff who make referrals to the Channel programme.

Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Working with others

Act as a point of contact with the three safeguarding partners.
(South Tyneside Safeguarding Children Partnership)

Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

As required liaise with the case manager or where the Headteacher is the subject of the allegations the Chair of Governors.

Liaise with staff (especially Teaching Assistants and Lunch Time Supervisors) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

Early Help Assessment

If an early help assessment is appropriate, our Family Worker will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

As stated in Keeping Children Safe in Education 2024

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- 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 or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated at least every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they

- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners (South Tyneside Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are able to keep detailed, accurate electronic records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure Jarrow Cross' Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the South Tyneside Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should when possible be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst the Designated Safeguarding Lead (or deputy) are not available expected availability via phone is acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2024: Annex C

Best practice for Designated Safeguarding Leads:

- Ensure each member of staff has access to and understands the school's Child Protection Policy and the Staff Handbook, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residential and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure staff are familiar the Safe Handling and Safe Touch Policy which include the use of the definition of reasonable force. As a school we acknowledge there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure staff are familiar with the school Anti Bullying policy and E- Safety Policy against bullying/online bullying and measures to prevent all forms of bullying among pupils, is in place.

- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

Responsibilities of Jarrow Cross C of E Governing Body

Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Headteachers and principals should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Keeping Children safe in Education 2025

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge

Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, training is available in managing allegations for this purpose.

Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

- o Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards (Keeping Children Safe in Education 2023)

At Jarrow Cross C of E the senior lead Governor/board member for safeguarding is Claire Aberdeen. Her role is to:

- Ensure that the school liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a College or Proprietor or member of governing body of an Independent school.

- Ensure that in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / online safety policy.
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education for which new guidance was introduced in July 2025 and due for implementation in September 2026
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

Procedures

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

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

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

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working Together to safeguard children 2023 and Keeping Children safe in Education 2024 defines the categories of harm as:

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.

Neglect

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

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

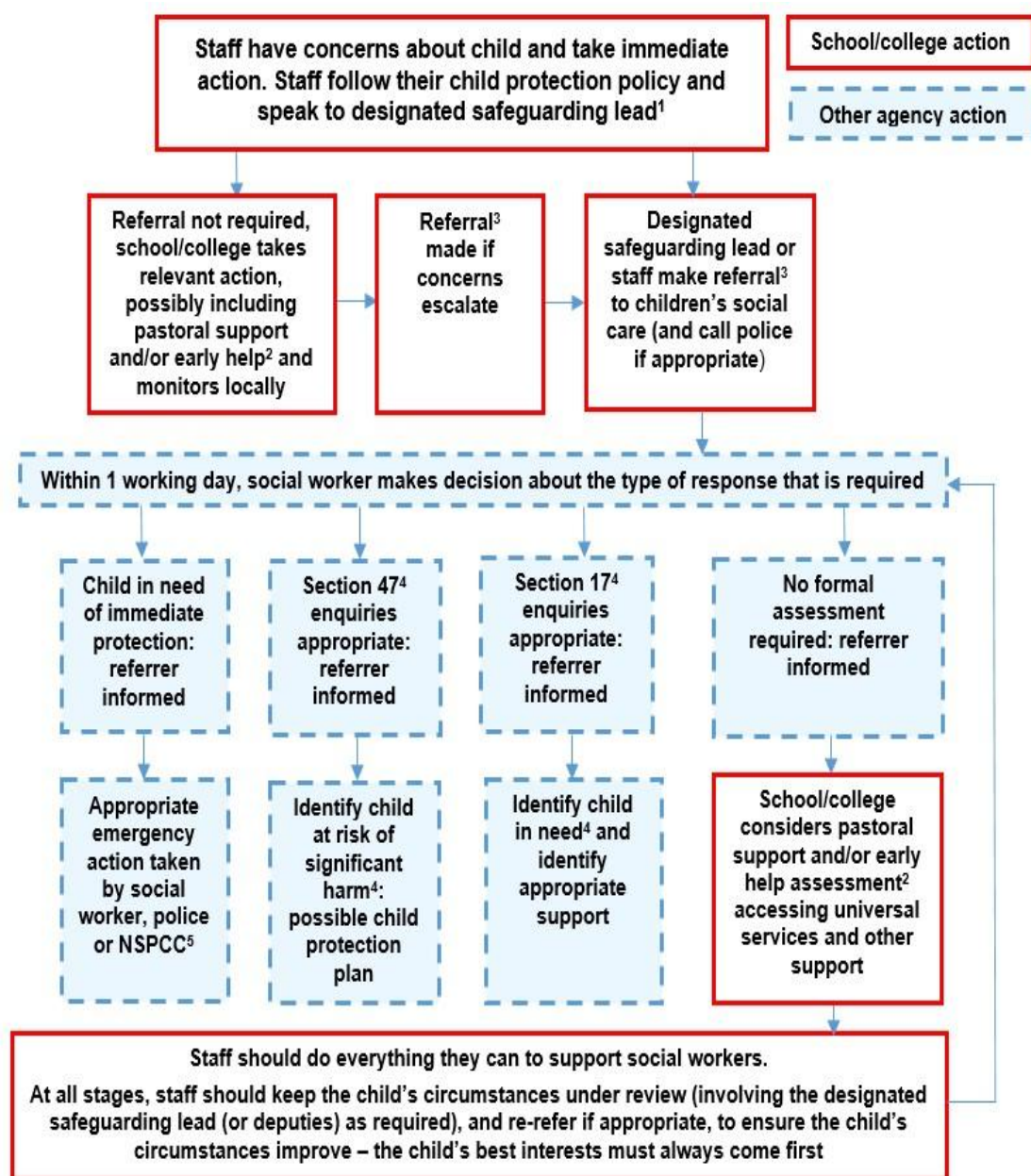
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-

treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Safeguarding Intervention Team, if necessary. These concerns will be recorded via our CPOMS system. The Headteacher will be kept informed at all times.

Information for Parents

At Jarrow Cross C of E Primary, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tyneside Safeguarding Children Partnership arrangements and inform the Integrated Safeguarding Intervention Team or police of their concern.



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#). This could include applying for an Emergency Protection Order (EPO).

⁵

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Code of conduct / Staff Handbook, Low Level Concerns Policy and E- Safety Policy including the school's filtering and monitoring system (Keeping Children Safe in Education 2023) the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body decides the frequency and content of this CPD. At Jarrow Cross C of E Primary our whole school external training is held every three years. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held each week or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Record Keeping

Well-kept records are essential to good safeguarding practice. Jarrow Cross C of E Primary is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act, 2018.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Safeguarding recording within Jarrow Cross C of E Primary is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Jarrow Cross C of E Primary we started electronic recording from January 2019. All recording prior

to this is in paper format. Retention guidelines are followed accordingly. In addition to a Child's record the DSL will also consider if it would be appropriate to share any information with a child's new school in advance of them leaving.

Attendance at Safeguarding Conferences

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

Supporting Children

Jarrow Cross C of E Primary recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Jarrow Cross C of E Primary may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour. Jarrow Cross C of E recognises that as a school we must reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report. Staff should be especially mindful of this in the instance of Child on Child abuse.

Jarrow Cross C of E Primary also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

Jarrow Cross C of E Primary also recognise that Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. If this is suspected all usual safeguarding procedures must apply.

Child on Child Abuse

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

Therefore, at Jarrow Cross C of E Primary we will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of our Behaviour Policy & Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

At Jarrow Cross we however, have a zero tolerance approach to Child on Child abuse. Staff should recognise that children are capable of abusing their peers and go with the idea 'its happening here.' Also that it can happen both inside and outside of school or college and online. That it should not be passed off as banter boys being boys, that girls will commonly be victims but that boys are more likely to be on the end of serious violence

In line with Part 5 **Keeping Children Safe in Education 2025** we recognise that: Child on Child abuse is most likely to include, but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between peers
- Physical abuse
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity

- Consensual and non – consensual sharing of nude and semi –nude images and videos
- Upskirting
- Initiation type violence and rituals

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure pupils are able to easily and confidently report abuse using our reporting systems

Ensure staff reassure victims that they are being taken seriously

Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed

Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Putting in place Child on Child Risk assessments

Also ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care. Make a referral to local authority children’s social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism there are factors that may indicate concern. (Keeping Children safe in education 2024).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk or susceptible of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

Online safety

At Jarrow Cross we ensure online safety is a running and interrelated theme. It runs across our curriculum and is reflected in relevant policies. Training for staff and parents is ongoing.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk as stated in Keeping Children Safe in Education 2025

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism. **Misinformation, disinformation (including fake news) and conspiracy theories.**

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-

consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum the safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation and the expectations, roles and responsibilities around filtering and monitoring.
- All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
 - Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. We will:
 - Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards (Keeping Children Safe in Education 2023)

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our e-safety and ICT Security Policies.

Artificial Intelligence

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Jarrow Cross recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our [anti-bullying, behaviour and E-Safety policies..

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education

Children missing from Education

At Jarrow Cross in line with our Attendance Policy and the DFE statutory guidance 'Working together to improve school attendance 2024' our response to unexplainable and/or persistent absences from education (Keeping Children Safe in Education 2024) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing in Education in the future.

In line with **Keeping Children Safe in Education 2025** staff should be aware that mental health problems underpin and in some cases can, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education

Staff should take action on any mental health concerns that are also safeguarding concerns and follow the usual safeguarding procedures.

As an Operation Encompass partner we work with the Police Liaison Officer (Operation Encompass Next Steps) in providing drop in sessions for parents and the officer works alongside staff to deliver age appropriate sessions regarding Domestic Violence. Specific Operation Encompass Lessons have been built into our PSHE curriculum.

Safe Recruitment

In line with Keeping Children safe in Education 2025 Jarrow Cross ensures that a robust recruitment procedure is in place which defers and prevents people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in school.

These include:

- **A Robust School Recruitment and Selection Policy** - inclusive of safer recruitment guidance and regulation, for example a **Single Central Record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement. **The DfE's 'Check a teacher's record will be used to make prohibition, direction, restriction and children's barred list checks.**
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- According to School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2019 and Working Together 2018
- **In line with Keeping Children Safe in Education 2025 Jarrow Cross will inform shortlisted candidates that online searches may be done as part of the due diligence checks.**

- School Handbook procedures.
- Staff Code of Conduct Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019. The school will ensure that all staff including supply staff (**Keeping Children Safe in Education 2025**) and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults. Any concerns should be referred to the Head teacher. Any concerns regarding the Head teacher must be referred to The Chair of Governors.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

paragraph 225, stated below, in KCSIE 2025:

In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.

Jarrow Cross will also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school. Using GOV.UK schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information on the single central record, but they can if they chose to.

Relevant Policies

- **Low Level Concerns Policy**
- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy/E Safety Policy.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Inclusion & Special Education Needs Policy.**

- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.
- **Child on Child Abuse Policy.**
- **Privacy Notice which informs parents regarding Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.
- **Pupils with Medical Needs Policy** and implications for the workforce, pupils and partnership with parents.
- **Attendance Policy** - school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.
- **Equal Opportunities Policy**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

Concerns or allegations which may meet the harm threshold

In line with Keeping Children Safe in education 2025 complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with **allegations of abuse made against staff**. In accordance to part 4 (KCSIE 2025) if we are in any doubt as to whether a concern meets the harm threshold, we will consult our Local Authority Designated Officer (LADO) – see below

A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately and the LADO informed. Where there are concerns/allegations about the Headteacher this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority. (KCSIE 2022)

Consultation without delay with the Designated Officer Angela Nolan , Tel: 0191 424 7340 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures>

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Regarding concerns about possible fraud, crime, danger or other serious risk that could threaten service users, employees, the public or the council's reputation The LA Speak Out Policy will be followed.

Concerns that do not meet the harm threshold

Concerns that do not meet the harm threshold reference part 4 of Keeping Children Safe in Education 2025 applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold.

Concerns may arise through, for example:

Suspicion

Complaint

Safeguarding concern or allegation from another member of staff

Disclosure made by a child, parent or other adult within or outside the school

Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

Being overly friendly with children

Having favourites

Taking photographs of children on their mobile phone

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

- Staff will follow the School's Low Level of Concerns Policy and complete if necessary the appropriate referral form.
- The Head Teacher or DSL will then follow the Policy and respond appropriately which may include speaking:
 - Directly to the person who raised the concern, unless it has been raised anonymously

- To the individual involved and any witnesses

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

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2019	K.Jackson	S. McBeth	M. Davison
2020	K. Jackson	S.McBeth	N. Davison
2021	K.Jackson	S. McBeth	C. Aberdeen
2022	K.Jackson	S.McBeth	C. Aberdeen
2023	K.Jackson	S.McBeth	C.Aberdeen
2024	S McBeth	A Stobbs	C. Aberdeen
2025	K. Taggart	A. Stobbs	C. Aberdeen

Review Date	Changes made	Ratification Date by Governing Body
20.9.21	Updated in line with Keeping Children Safe in Education 2021	5th November 2021
23.9.22	Updated in line with Keeping Children Safe in Education 2022	11th November 2022

21.9.23	Updated in line with Keeping Children Safe in Education 2023	10 th November 2023
25.7.24	Updated in line with Keeping Children Safe in Education 2024	13 th December 2024
12.09.25	Updated in line with Keeping Children Safe in Education 2025	

Appendix 1

Additional advice and support There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point: Abuse Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours.

Please see KCSIE 2025 page 163-170 for support with services available.

[Keeping children safe in education from 1 September 2025.pdf](#)

Appendix 2

- In line with Keeping Children Safe in Education 2025 Jarrow Cross will inform shortlisted candidates that online searches may be done as part of the due diligence checks.

Who should be subject to an Online Search?

Under the statutory guidance schools should consider undertaking an online search for all shortlisted candidates, but as a minimum the Council advises that an online check should be undertaken on the preferred candidate. Any relevant information or concerns should be discussed with the candidate at interview.

Online searches should focus on any information that is relevant to safeguarding and the person's suitability to take up the post. Care must be taken to avoid any unconscious bias or discrimination.

Online searches may also be undertaken on new governors when they are appointed to the Governing Board. Governors have an important role to play in the safer recruitment process within schools. It is therefore essential that schools are confident that there are no concerns about a governor's ability to recognise and demonstrate appropriate behaviours in a safeguarding context.

In addition, an online search may also be undertaken on volunteers working in school. This would cover those volunteers that are in school on a regular basis or for

a specific period of time, rather than those that help out on an ad-hoc basis, such as a parent/carer accompanying a school trip.

How is a search to be undertaken?

We suggest that schools look at what is publicly available through the usual search engines and websites and use a search engine, such as Google to undertake a search on a candidate. The candidate's name and any former names, if available, can be entered into the search engine alongside the name of their employer/former employer to see if there are any news reports relating to the candidate.

Social media checks should not be undertaken. It would potentially be a breach of data protection to search an individual's social media presence, particularly if that search is done covertly (e.g. by setting up a Facebook account in a pretend name just to look at candidates' info).

Who should undertake the Online Search?

We would advise that anyone involved in the recruitment process should not carry out the online search as they may come across additional information that is not relevant to the process and which the candidate is under no duty to disclose, such as equalities information or protected characteristics such as age, disability, sexual orientation, religion, or belief. These are not likely to be relevant to risk or suitability to work with children, which is the purpose of the checks so this information should not be shared with the decision makers in the recruitment process at any point.

This will help to avoid any allegations of impropriety, unfairness, or discrimination in the decision to appoint or reject a particular candidate. The person undertaking the search should know the parameters of what they are looking for and a consistent approach should be taken with all candidates on whom a search is undertaken to avoid any accusations of discrimination or bias.

The person undertaking the online searches should also have an understanding of safeguarding and what they are looking for, where they are looking for information, and be aware that they must only provide information from the searches that may pose a genuine risk.

What to look out for

This is part of a safeguarding check and the search is purely about whether a candidate is suitable to work with children.

Check for evidence of any criminal convictions or anything else that is specifically of a safeguarding nature that you may consider makes a candidate unsuitable to work

with children, for example discriminatory or offensive comments or inappropriate photos or videos.

Any information that comes to light that may impact upon a candidate's suitability for the post due to it potentially being a safeguarding concern should be given to the recruitment panel for them to discuss with the candidate.

Should you be unsure on how to proceed with any concerns or information that has come to light following the search, you can contact your School HR Adviser to discuss whether this information is relevant to the candidate's suitability for the post.

Recording the Search

We would also advise that a written record is kept of any search that is undertaken, together with details e.g. name, post, web addresses, date etc, and this should be recorded together with the outcome of the search i.e. whether there was anything found or not. A template form is attached for this purpose.

It is likely that Ofsted Inspectors will question schools on whether they have undertaken online searches and documenting the searches would help evidence this.

School Single Central Record

Whilst there is no statutory requirement to record online searches on the School Single Central Record, it may be beneficial to do so, again as evidence for Ofsted.

Any information obtained through such searches would need to be handled in the same way as other recruitment information and in compliance with GDPR and established retention guidelines

Applicants should be advised that an online check will be undertaken as part of the recruitment process following shortlisting. This will be included in the recruitment documentation sent out by the HR Operations Team, but if schools undertake their own recruitment they will need to inform candidates.

Data Protection

In terms of data protection, searches are being undertaken because statutory safeguarding guidance requires it to be considered. Therefore, the Council and schools can rely on:

- For personal data: Article 6 (e) that processing is necessary for you to perform a task in the public interest, or for official functions and the task or function has a clear basis in law; and,

- For special category data: Article 9 (g) that processing is necessary for reasons of substantial public interest with a basis in law and paragraph 6 of Schedule 1, Part 2 of the Data Protection Act 1998.

VERIFICATION FORM - CANDIDATE ONLINE SEARCH

In accordance with guidance outlined in Paragraph 225 of KCSIE 2025, an online search has been undertaken on the following candidate:

Name of Candidate:

Post Title:

Type of Check Undertaken	Date Check Undertaken	Concerns Identified Yes/No	Date Recruitment Panel Informed

Check undertaken by:

Name:

Position:

Signature:

Date: