Child Protection Policy and Guidance

September 2026

EDUCATION
NORTH TYNESIDE

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REFERENCE DOCUMENT A Cullercoats Primary School

Contact Details for Child Protection and Safeguarding as at: 1st September 2026

(*these details will next be reviewed on the 1st September 27 to ensure that they remain relevant)

Designation/Role	Contact Details	
Head Teacher	Name: Gavin Storey Telephone(s): 0191 8231013 Email: gavin.storey@cullercoatsps.org.uk	
Designated Safeguarding Lead (DSL)	Name: Gavin Storey Telephone(s): 0191 8231013 Email: gavin.storey@cullercoatsps.org.uk	
Deputy Designated Safeguarding Lead (DDSL):	Name: Ms Laura Linden Telephone(s): 0191 8231013 Email: Laura.linden@cullercoatsps.org.uk Name: Mrs Jane Armstrong Telephone(s) 0191 8231013 Email: jane.armstrong@cullercoatsps.org.uk Name: Mrs Alison Kemp Telephone(s): 0191 8231013 Email: Alison.kemp@cullercoatsps.org.uk Name: Mrs Marion allan and Mrs Mandy Graham (Out of School Club) Telephone(s): 0191 8231013 Email: mandy.graham@cullercoatsps.org.uk / Marion.Allan@cullercoatsps.org.uk	
Chair of Governors	Name: Mrs Chris Black Telephone(s): 0191 8231013 Email:Chris.Black@cullercoatsps.org.uk	
Designated Teacher for Looked After Children	Name: Jane Armstrong Telephone(s): 0191 8231013 Email: jane.armstrong@cullercoatsps.org.uk	
Designated Safeguarding Governor:	Name: Helen Perfect Telephone(s): 0191 8231013 Email: Helen.perfect@cullercoatsps.org.uk	
Designated Officer – Local Authority	LADO-Contactable through the Front Door Service-See below – Helen Muir	
Front Door Access to Multi-agency Safeguarding Hub (MASH)	0345 2000 109 Out of Hours: 0330 333 7475 (evenings and weekends)	MASH Professional Helpline 0191 643 5555
Adult Social Care Gateway Team	0191 6432777	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	DfE Helpline: 0207 340 7264 Anti-Terrorist Hotline: 0800 789 321 Email: counter.extremism@education.gov.uk Email: prevent@northtyneside.gov.uk	
NSPCC Help Lines:	Whistleblowing Helpline: 0800 028 0285 Report Abuse in Education Helpline: 0800 136 663 Email: help@nspcc.org.uk OFSTED Whistleblowing Helpline: 0300 1233 155 whistleblowing@ofsted.gov.uk	Report Abuse in Education helpline 0800 136 663 help@nspcc.org.uk
Integrated Locality Teams:	The Coast - Based at Whitley Bay Customer First Centre – 0191 643 8804 Central - Based at Riverside Children's Centre – 0191 643 8899	Northwest - Based at Shiremoor Children's Centre – 0191 643 2110 Southwest - Based at Howden Children's Centre – 0191 643 2229

PART 2

CHILD PROTECTION POLICY

Terms used in this document:

- **ALL** as meaning – all staff, supply staff, trainee teachers, volunteers (including Governors) and, where appropriate, agency workers and contractors
- DSL-Designated Safeguarding Lead
- DDSL(s)-Deputy Safeguarding Lead(s)
- LADO–Local Authority Designated Officer
- NTSCP-North Tyneside Safeguarding Children Partnership
- MASH-Multi Agency Safeguarding Hub
- Family Help-targeted early help coordinated by the local authority and/or its partners to address specific concerns within a family

Managing Safeguarding

This policy applies to ALL.

We define **Safeguarding** as being broader than 'child protection.' Safeguarding in our school underpins what we do for all children. It applies across the whole school, and we link it to our whole school culture and ethos. Safeguarding in our school is child centred. We work in the best interests of the child to ensure that school is a safe place for all our children and young people.

We define **Child Protection** as what we do for children at risk of significant harm, or those who have suffered harm. We have separate clear procedures in place for this. ALL those who work here understand and follow these procedures.

We define **children** in our school as being between the age ranges of 3 -11 years. We are aware that 'children' includes everyone under the age of eighteen.

We understand the need to safeguard any individual over the age of eighteen who remains enrolled in our school. In these cases, we follow local guidelines and report any concerns or allegations of abuse, neglect, or exploitation to the Adult Social Care Gateway Team.

We expect ALL in school to understand that safeguarding is everyone's responsibility. We have a culture of vigilance and awareness that 'it could happen here.'

We ALL act in the best interest of the children and ensure we take all reasonable steps to prevent them from harm. Our safeguards protect the welfare of our children, and they enhance the confidence of all our stakeholders. Therefore, ALL should consider safeguarding arrangements in conjunction with the procedures outlined in Reference Document B where appropriate.

LEGISLATION

It is imperative that school fully recognises the responsibility it has regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:
The Children's Wellbeing and Schools Act 2026 inserted section 16LA into the Children Act 2004. From 30 September 2026, this places a statutory information sharing duty on organisations in scope, including designated education agencies. Where we hold information that we consider relevant to safeguarding or promoting the welfare of a child, the duty requires relevant information to be shared with another organisation or practitioner in scope where we consider that sharing may facilitate their safeguarding or welfare functions, subject only to the very limited statutory detriment exception outlined in this policy.

Section 175 of the Education Act 2002 states:

- a local education authority shall make arrangements for ensuring the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- schools and Further Education (FE) institutions should give effect to their duty to safeguarding and promote the welfare of their pupils.
- the governing body of a maintained school[1] shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State.

This legislation makes child[2] protection responsibilities clear and places an obligation on schools to ensure that these responsibilities are met in full.
Safeguarding and promoting the welfare of children is defined in the statutory guidance **Working Together to Safeguard Children 2026** as:

[1] Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school. The Education Act 2002 does not specifically refer to Academies; however, this duty is equally placed onto Academies by subsequent updated legislation.
[2] 'Child' means a person under the age of eighteen.

- 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 are growing up in circumstances consistent with the provision of safe and effective care: and
- taking action to enable all children to have the best outcomes.

In addition, **Keeping Children Safe in Education 2026**[3] highlights:

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

Abuse, neglect and exploitation

Abuse is a form of maltreatment of a child. Someone may abuse, neglect, or exploit a child either by inflicting harm or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects

Abuse can take place in a family or in an institutional or community setting by those known to the child or, more rarely, by others. Abuse can take place wholly online, or by using technology to facilitate offline abuse. Children may be abused by an adult or by another child or children.
Safeguarding issues often overlap. Abuse, neglect and exploitation may include physical, sexual and emotional abuse, stalking, financial exploitation and modern slavery. Children may also cause harm to other family members, often described as

[3] Keeping Children Safe in Education (September 2026) referred to throughout this policy guidance as 'the current KCSIE'.

child-to-parent or caregiver abuse. Emotional abuse may include persistent verbal abuse such as criticism, belittling or name-calling.
Sexual abuse may involve penetrative or non-penetrative physical contact, including touching over clothing, or non-contact activity such as involving children in looking at or producing sexual images. It can occur online or offline, can be committed by adults or other children, and is most commonly committed by somebody known to the child. Criminal and sexual exploitation may be committed or facilitated by an individual, organised network or gang; children cannot consent to exploitation and may be criminalised for actions taken under coercion. Where modern slavery is suspected, we follow the relevant child protection and National Referral Mechanism procedures.

AIMS OF OUR POLICY

Through this policy, we aim to demonstrate our commitment to safeguarding children from harm through our child protection policy. The key elements included in our child protection policy are:

Fundamentals

1. the welfare of the child is paramount.
2. we are clear on the principles, legislation and guidance that underpin the policy
3. we are clear that the policy applies to ALL working with children within our school
4. ALL are clear on their role and responsibilities.
5. ALL take concerns and allegations of abuse, neglect, and exploitation (including child-on-child abuse) seriously and respond appropriately. This may involve making a referral to Children's Social Care Front Door service, the LADO, the police, or other relevant agencies.
6. we establish links to all related policies and procedures that promote children's safety and welfare (Reference Document B)

Equality of Application

1. We treat every child or group of children equally in providing access to education that meets their needs. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs

Reviewed Regularly

1. The Governing Body reviews, approves, and endorses our policy. This happens each year, when legislation changes, or when safeguarding arrangements or school practices also call for a review.

Recruitment

1. We follow an effective recruitment process in line with the safer recruitment guidance in Part Three of the current KCSIE. This process includes online searches for shortlisted candidates

Communication

1. We inform our children, parents and carers of the policy and procedures, we publish a copy of the policy on the school website https://www.cullercoatsprimaryschool.org.uk/ Paper copies are available from the school office if requested.

OFSTED

1. Before, during and after a school inspection, we will work alongside OFSTED to share relevant information and to demonstrate our open and positive culture around safeguarding that puts all pupils' interests first.
2. We will be receptive to challenge and reflective of our own practices to ensure that safeguarding policies, systems, and processes are continuously reviewed.

CHILD PROTECTION SYSTEMS

These are the systems which provide clear guidance on what to do in different circumstances. We have systems in place for recording information and dealing with complaints to ensure implementation and compliance. Our child protection procedures connect with the NTSCP multi-agency safeguarding arrangements.

Our procedures and systems include:

Responsibility

1. We have a named Designated Safeguarding Lead (DSL) who is part of our senior leadership team. We recognise that this role carries significant responsibility. As a member of the leadership team, our DSL holds the status and authority necessary to perform their duties. The role is well defined, and their responsibilities are outlined in this policy.
2. We have at least one DDSL who supports the DSL in their role. They may not be part of the senior leadership team; they are staff members qualified to undertake this role. They receive training, guidance, and support to ensure our policy is effective in practice.
3. We maintain robust and clearly understood cover arrangements whenever the DSL is unavailable because of illness, leave or other circumstances, including for out-of-hours and out-of-term activities. These arrangements ensure concerns are received, monitored and acted on without delay and may include a confidential shared safeguarding mailbox or equivalent system.

3. Our Governing Body holds a strategic leadership responsibility for our safeguarding arrangements. We ensure that our policies, procedures, and training are effective and meet legal requirements. Governors delegate the responsibility for applying these policies to the Headteacher.

Clarity of Understanding

We will make all staff aware of indicators of abuse, neglect and exploitation, and the procedures for responding to concerns about a child's safety or welfare. This includes the role of universal services, community-based early help and targeted early help through Family Help and addressing any concerns about the actions of a staff member, trainee teacher, governor, or volunteer. We also respond to concerns raised about a child's home life, wider community, or time spent online.

Responsibilities are clearly understood, including:

1. Our Headteacher makes sure that staff understand and follow the policies and procedures adopted by the Governing Body.
3. Contact details for relevant children's services, are available in Reference Document A.
4. We maintain a comprehensive code of conduct for ALL. Breaches of this code result in actions aligned with our disciplinary and grievance procedures and our low-level concerns policy. Staff are informed about the low-level concerns policy, its relevance to their roles and its inclusion in the staff code of conduct. The code also covers whistleblowing, acceptable use of technology (including mobile devices and those with recording and storing functionality), and guidelines for staff-pupil relationships and communication, including social media use.
5. All staff receive appropriate safeguarding and child protection training, including online safety. New staff receive this as part of their induction training. Existing staff as part of mandatory & annual refresher training and timely updates.
7. Our systems ensure effective monitoring and supervision of ALL. We provide opportunities to gain experience in child protection, aligned with roles and responsibilities.
8. All staff and Governors read Part one of the current KCSIE. School leaders and staff who work directly with children also read Annex A. The DSL and DDSL(s), and those responsible for safeguarding governance, understand the DSL responsibilities set out in Annex B.
9. We review incidents that arise in school, including low level concerns and unsubstantiated matters to consider lessons learned. We use this learning to review and update policy and practice.
10. We understand our responsibility in line with the Prevent Duty (2023). We can identify children who may be susceptible to radicalisation and know what to do when they become known to us. We promote fundamental British values

to build resilience against radicalisation and to help ALL challenge extremist views. We provide the opportunity to debate controversial issues in a safe space. This supports everyone in school to understand the risks associated with terrorism. We work hard to develop the knowledge and skills for all to be able to challenge extremist arguments. The DSL and DDSL(s) access training to raise awareness of the PREVENT agenda.

11. We ensure that our safeguarding policy and procedures support our children and considers any vulnerabilities they may face. This includes but is not limited to children:
    a. with additional needs including communication difficulties and children with Special Educational Needs or Disabilities (SEND), or certain medical or physical health conditions;
    b. facing housing issues such as frequent moves and homelessness;
    d. in families with increased stress, parental mental ill health and/ or drug and alcohol dependency;
    e. living away from the home, with friends, relatives, privately fostered, in care or are leaving care;
    e. who are asylum seekers or refugees;
    f. who are vulnerable to discrimination based on one or more protected characteristics;
    g. living in households with domestic abuse;
    h. at risk of so called 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage;
    i. without adequate parenting or supervision which could lead to abuse, risk-related behaviour, and exploitation;
    j. who are lesbian, gay or bisexual, or are questioning their gender, and may be vulnerable to discriminatory bullying or have wider complex needs;
    k. who have experienced multiple suspensions or are at risk of being permanently excluded from school, college, alternative provision, or a Pupil Referral Unit;
    l. who are young carers, recognising that caring responsibilities may affect attendance, attainment, behaviour and wellbeing and that early identification is essential;
    m. showing signs of being drawn into anti-social behaviour, criminal behaviour, or involvement in gangs;
    n. children who frequently go missing from school/ home/ care home;
    o. who are misusing drugs or alcohol;
    p. at risk of, or involved in, serious violence, including physical assault, carrying, threatening with or using weapons, peer conflict, bullying or associated criminal exploitation;
    p. at risk of radicalisation, criminal or sexual exploitation, modern slavery, or trafficking.

12. Any concern that a child is carrying or using a weapon, or intends to do so, is reported immediately to the DSL or DDSL. The DSL assesses risks to the individual child and others, considers wider information, and puts in place an appropriate safety and support plan, including action to de-escalate peer conflict where relevant. If necessary, police should be contacted and the school should adhere to the DfE "Searching, Screening and Confiscation" guidance.[4]
13. We support teachers of children who have, or have had, an allocated social worker. This is to help promote their welfare and educational outcomes, in line with KCSIE and the recent review of Children in Need.
14. All staff and governors understand that mental health problems can develop into safeguarding concerns and can also indicate that a child has suffered or is at risk of abuse, neglect or exploitation. Only appropriately trained professionals should diagnose a mental health problem, but staff are well placed to observe warning signs, including significant changes in behaviour, sleep difficulties, withdrawal, loss of interest, self-harm, eating disorders or suicidal thoughts. A mental health concern that is also a safeguarding concern must be reported immediately to the DSL or DDSL and dealt with under this policy. If a child is in immediate danger, staff call 999 or arrange immediate attendance at A&E; urgent non-emergency mental health help can be sought through NHS 111.
15. All staff and governors are aware that domestic abuse is child abuse and covers a wide range of behaviours and may be a single incident or a pattern of incidents. It can include psychological, physical, sexual, financial and emotional abuse, stalking, intimate partner violence, teenage relationship abuse and child-to-parent or caregiver abuse. Children are victims in their own right where they see, hear or experience the effects of domestic abuse, including in their own intimate relationships, and this can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.
16. We are an Operation Encompass school. Under the statutory police notification duty, Key Adults in school may be notified where police have reasonable grounds to believe a child may be a victim of domestic abuse. This includes children connected to the household who were not physically present at the incident or who live in another household. Notifications enable timely, informed support but do not replace statutory safeguarding procedures or referrals. More information on Operation Encompass can be found at https://www.operationencompass.org/about-us
16. Operation Endeavour follows the same principles as Operation Encompass. Reports are shared from the police with Children Social Care and school when a child has been reported missing.

[4] https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Record Keeping

1. We use CPOMS for recording incidents, concerns and referrals. Information is kept confidential and stored securely, normally in a separate child protection file for each child, in accordance with relevant legislation and retention requirements. Records are clear and factual, distinguish observed concerns, professional opinion and historic information, and include a comprehensive summary, follow-up and resolution, actions taken, decisions reached, the rationale for decisions and outcomes.
2. We follow confidentiality and information-sharing guidance and the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025. Data protection law does not prevent sharing information to keep children safe. From 30 September 2026, where the statutory Information Sharing Duty under section 16LA of the Children Act 2004 applies, relevant information must be shared in accordance with that duty and the statutory Information Sharing Duty guidance. Staff share information proactively and as early as possible, using professional judgement so that information is relevant, necessary, proportionate, clearly presented and appropriately contextualised; safeguarding information, including special-category personal data, may be shared without consent where the law permits. See the Information Sharing Duty section below.
3. When deciding what to share, we consider its relevance to current safeguarding risk, what the recipient needs to know and whether the information is properly contextualised. We do not omit information that may be relevant to understanding or managing risk. If staff are unsure, they seek advice from the DSL, DDSL, data protection officer or information governance lead; fear of sharing information must not obstruct safeguarding.
3. When a pupil leaves, the DSL or DDSL transfers the child protection file separately from the main pupil file, securely and as soon as possible:
   a. within five days for an in-year transfer; or
   b. within the first five days of the start of a new term, so that support can be in place when the child arrives.

   We obtain confirmation of receipt. The exporting file includes a clear, structured summary of current concerns, relevant context and ongoing support needs, distinguishing current risk from historic information. The DSL considers whether additional information should be shared in advance, particularly where it would support assessment of risk to the child or others, in line with Annex B of KCSIE.
4. When a child moves into Cullercoats Primary School, an appropriately trained member of staff promptly reviews the safeguarding information so that key risks and needs are understood. The DSL ensures that relevant key staff, including the SENCO or SEND lead, are aware on a need-to-know basis. Information is used to support, not disadvantage, the child, and we seek clarification from the previous setting if information is unclear or incomplete.

5. We store information relating to allegations in line with the recommendations in KCSIE.

INFORMATION SHARING DUTY

1. Effective information sharing is essential to safeguarding and promoting the welfare of children. We comply with the statutory Information Sharing Duty under section 16LA of the Children Act 2004 and have regard to the Department for Education statutory guidance Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners.

2. The duty applies where we hold information about a child, or other individual, and we consider that the information is relevant to safeguarding or promoting the welfare of that child. When deciding what to share, we use professional judgement and ensure that information is relevant, necessary and proportionate to the safeguarding or welfare purpose. There is no requirement for a child to have reached a particular statutory safeguarding threshold before information can be shared.

3. Where the duty applies, we must ensure that relevant information is shared with organisations or practitioners within the scope of the duty where we consider that sharing may help the recipient to assess need or risk, make a decision, provide support or take action to safeguard or promote the welfare of a child. The duty also applies when we receive a request for relevant information from another organisation or practitioner within its scope.

4. Consent is not required in order to share information where the statutory duty applies. Where it is safe and appropriate to do so, we are open and transparent with children and families about what information is being shared, with whom and why. We do not present information sharing as optional or seek consent where information will be shared regardless.

5. The duty not to share applies only in extremely limited circumstances where, following careful professional judgement, we consider that disclosure would be more detrimental to the child than not disclosing the information. A decision not to share on this basis will be rare, carefully considered, child-centred and clearly recorded. Where possible, we consider whether potential detriment can be reduced by limiting, adapting or appropriately contextualising the information shared.

6. We record significant information-sharing decisions, including what was shared, with whom, the safeguarding or welfare purpose, and the rationale for the decision. Where a decision is made not to share because disclosure is judged to be more detrimental to the child than not sharing, the reasons and any mitigating steps considered are clearly recorded.

CHILD PROTECTION POLICY DETAILS

We are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes

- failing to act or refer the early signs of abuse and neglect,
- poor record keeping,
- failing to listen to the views of the child,
- failing to re-assess concerns when situations do not improve,
- not sharing information with the right people within and between agencies,
- being too slow to share information
- a lack of challenge to those who appear not to be taking action.

Our practice encourages early identification, intervention, reporting, and support. We record all concerns, discussions, and decisions, including the reasons behind them. When staff have concerns, they know they must talk to the DSL/ DDSL. The DSL records, reviews, and takes all necessary actions.

Information and processes for providing universal services, community-based early help, targeted Family Help, prevention and intervention in North Tyneside can be found here

There are four main elements to our child protection policy:

1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **Procedures** for identifying and reporting cases, or suspected cases of abuse, neglect, or exploitation.
3. **Support To Pupils** who may have been harmed
4. **Preventing Unsuitable People Working with Children** staff, supply staff, trainee teachers, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children.

Prevention

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

- know every child as an individual,
- provide a secure and caring environment.

so that every child can:

- learn in safety,
- develop their full potential,
- feel positive as an individual.

To achieve this, we support our children to

- foster healthy self-esteem,
- build confidence,
- develop positive relationships,
- maintain good communication with trusted adults in a safe environment.

Adults

For ALL adults school will:

1. Ensure individuals understand their roles and responsibilities, and ALL will be able to name the Designated Safeguarding Lead (DSL) and deputies.

2. Provide induction for ALL that covers relevant child protection information. This training should include:
    - the Child Protection Policy
    - Part one of the current KCSIE
    - Code of Conduct/ Staff Behaviour Protocol
    - procedures for reporting low-level concerns.
    - the pupil behaviour policy
        - which must address bullying (including cyberbullying & discriminatory bullying)
    - the child-on-child abuse policy
    - the school's response to children absent from education
    - and whistleblowing procedures.

3. Ensure that ALL understand the role technology can play in safeguarding and wellbeing issues. Children can face concurrent online and offline risks, including harmful interaction with users or generative AI applications, AI-generated explicit images and deepfakes. We train everyone in their responsibilities for online safety, filtering, monitoring, information security and the safe use of generative AI.
4. Provide ALL with regular safeguarding and child protection updates (at least annually). This will align with advice and changing practice – both nationally and locally.
5. Ensure ALL receive locally endorsed child protection training at least every three years. The Safeguarding Lead Governor will also attend this training.
6. Support the DSL and DDSL(s) to update their knowledge and skills in a variety of ways. This includes meeting DSLs from other settings, taking time to read,

understand and apply safeguarding developments and accessing further training.
7. Encourage service provider teams based on the school site to attend training and updates.

Children

For all children, school will:

1. Ensure there are adults in school who children can approach if they are in difficulty or worried.
2. Create and maintain an environment where children feel secure, feel encouraged to talk, and know that adults listen to them.
3. Make sure all staff reassure children that they are being taken seriously, supported, and kept safe. Staff understand the need to never make a victim feel like they are causing a problem by reporting abuse, sexual violence, or harassment. Staff will not make a victim feel ashamed for speaking up.
4. Embed skills that build confidence, independent thinking and making assessments of risk to help children develop realistic attitudes to the responsibilities of adult life.
5. Develop and deliver curriculum content to equip children with the skills they need to stay safe from harm and to know how to report concerns.
6. Teach children about safeguarding, including online safety[5], through a broad and balanced curriculum. Cover this through the personal, social, health, and economic (PSHE) education, relationship, and sex education (RSE)[6], and computing lessons.
7. Put in place appropriate filtering and monitoring systems on school devices and networks, in line with our online safety policy.
8. Where we choose to use generative AI, whether staff-facing or pupil-facing, we follow current DfE guidance, assess safeguarding, ethical, data protection and intellectual-property risks, and ensure filtering and monitoring requirements apply to its use.

9. We are a mobile phone-free environment by default. Any exception is set out in our mobile phone policy and is considered in the context of the child's needs and the school's safeguarding responsibilities.

[5] See DfE guidance on Teaching Online Safety in Schools available here
[6] The government has made regulations making Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) compulsory from September 2020. Guidance available here

Procedures

We follow procedures in line with the NTSCP Multi-Agency Safeguarding arrangements.
We are aware of these arrangements and ensure that they are incorporated into our practice, policy, and procedures.

We will contact the North Tyneside, Front Door Service if we have concerns about the safety or welfare of a child. This is the first point of contact.
We know we can contact the North Tyneside MASH Professionals Helpline if we need advice before calling the Front Door Service.

Our staff understand their professional responsibilities to:

- respect the appropriateness of the Head Teacher, DSL/ DDSLs or the Designated Teacher for Looked After Children (LAC)[7] disclosing any information about a pupil to other members of staff on a need-to-know basis only;
- scrutinise progress and attainment of this cohort and maintain a culture of high aspirations;
- identify any challenges that children in this group might face;
- recognise extra pastoral and academic adjustments needed to best support this group.

We ensure all staff are aware that:

- they must **immediately** share information, as appropriate if a child discloses abuse, neglect, or exploitation;
- they must share if
    - they become aware of the harm
    - the child has witnessed the ill treatment of others

OVERARCHING PRINCIPLES

To promote an effective safeguarding culture, we ensure:

1. that ALL understand their own professional and personal duties and responsibilities in relation to safeguarding children.
2. that ALL are provided with copies of:
    i. the Child Protection Policy on the school website or via paper copies stored in school office
    ii. safeguarding arrangements (including, the child-on-child abuse policy, online safety, children absent from education, the pupil behaviour policy)

[7] In line with 2018 guidance for the designated teacher for looked-after and previously looked after children

iii. the staff code of conduct, Staff Behaviour Protocol, and procedures for reporting low-level concerns,
iv. Part one of the current KCSIE
v. and whistleblowing procedures.

3. that ALL will be supported and expected to understand how the policies apply to their role
4. that ALL will have access to the attached Reference Document A of relevant contact details for
    a. DSLs and DDSLS
    b. MASH professional helpline
    c. Children's Social care Front Door Service
    d. NSPCC Whistleblowing helpline
        i. this contact list will be updated at least annually
5. all visitors will sign in at reception and work within the conditions outlined in this policy
6. visitor's protocol is noted as being part of the induction process
7. that ALL know the importance of keeping professional boundaries in their relationships with pupils and parents
8. that parents understand the responsibilities placed on school for child protection
9. that a confidential annual report is supplied to governors by the DSL and Safeguarding Governor
    a. this provides updates on school procedures including further developments of good practice, changes to legislation, analysis of current trends, feedback from staff and pupil voice.
    b. this demonstrates that safeguarding and child protection measures operate effectively
10. ALL are aware that everyone in the UK has the right to work or be educated in an environment that does not discriminate
    a. that the duties and responsibilities within Human Rights Act 1998, Equality Act 2010, and the Public Sector Equality Duty (PSED)8 are given due regard
    b. that whenever school makes significant decisions or develop policies specific thought is given to equality implications
    c. that training is provided to ALL so that we do not work in an environment where bias, including unconscious bias, is accepted.
11. that where services or activities are provided on our premises by another organisation, we seek assurance that it has appropriate safeguarding and child protection policies, inspect them where needed, arrange appropriate liaison and include safeguarding requirements in any transfer-of-control, lease or hire

[8] This document, amongst other things, ensures public bodies have due regard for the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010

agreement; concerns are managed under current KCSIE and our procedures, including liaison with the LADO where appropriate

12. that arrangements for toilets, changing rooms, showers, PE and sport, and overnight or residential accommodation comply with the school-premises, equality and safeguarding requirements set out in KCSIE 2026 and protect every child's safety, comfort, privacy and dignity; individual arrangements are recorded, communicated appropriately and reviewed regularly
13. that any use of reasonable force or restrictive intervention is lawful, reasonable, proportionate, for the least time necessary and based on professional judgement; planning and risk assessment recognise the additional vulnerability of children with SEND, mental health problems or medical conditions. Staff will adhere to the DfE "Restrictive interventions, including use of reasonable force, in schools" guidance.

FIVE AREAS OF FOCUS

Alongside the overarching principles above, we also work to the following five areas of focus, each of equal importance:

- Training & Awareness for ALL[9]
- Identity, Role & Responsibilities of the DSL & DDSL(s)
- Safeguarding in Practice
- Working with Others
- Teaching & Learning and the Curriculum

Training & Awareness for All

The DSL will ensure ALL who have contact with children:

1) understand the role of the DSL
   a) have access to the relevant contact details (available in Reference Document B at the end of this policy)
2) receive immediate[10] child protection information appropriate to their role from the DSL/ DDSL
   a) where appropriate, this will be followed by locally endorsed child protection training within a half term
   b) this induction will then increase as appropriate to role in school
3) will attend locally endorsed child protection training every three years
   a) regular updates will be delivered at least annually in line with any changes to legislation or practice locally and nationally

[9] 'ALL' is noted as meaning – all staff, supply staff, trainee teachers, agency workers and volunteers (including Governors).
[10] For agency staff, contractors and visitors, this could be in the form of a safeguarding information leaflet

4) understand that children may not feel ready to report or know how to tell someone about abuse, neglect, or exploitation.
   a) are aware that children may not recognise their experience as harmful.
5) are aware that children who are lesbian, gay or bisexual, or who are perceived to be, can be vulnerable to discriminatory bullying, and that children who are questioning their gender may have wider complex needs or vulnerabilities which require professional curiosity and a child-centred safeguarding response
   a) understand that the risk of harm is greater if they lack a trusted adult
   b) work to reduce added barriers and provide safe spaces for them to speak out or share concerns
6) can contribute to and shape safeguarding arrangements and the child protection policy, supported by *contributing to regular meetings etc. via appraisal/mentor process and in taking time to read and digest safeguarding developments.*
7) are provided with additional reference documents, included within this policy, to ensure that they understand:
   a) who to contact when they have a concern (attached as Reference Document A).
   b) information in relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document B).
8) that ALL will be assigned an 'induction' mentor for a set period following their appointment within school. This 'induction period' will be appropriate to the role and the time duration of the role

Role & Responsibilities of the DSL

The Designated Safeguarding Lead and any deputies will:

1) attend NTSCP multi agency safeguarding training every two years.
2) issue a copy of Part one of the current KCSIE to ALL; ensure school leaders and staff who work directly with children also read Annex A; and ensure the DSL and DDSL(s) understand Annex B.
   a) ensure that individuals have read and understood this document.
   b) ensure that ALL can carry out their role and responsibilities as set out in this document.
3) receive time, funding, training, and support to perform their role. Support is given to DDSLs in their roles so they can contribute effectively to safeguard children.
4) ensure that all policies, procedures, guidance, and practice are in place
   a) plan appropriate monitoring of these to ensure effective safeguarding and child protection
   b) review and update these in a timely manner

5) work with the Local Authority and other external agencies to ensure that school can carry out its duties and responsibilities in relation to safeguarding and child protection
6) ensure that staff understand and apply the statutory Information Sharing Duty, including that there is no safeguarding threshold that must be met before relevant information can be shared; the distinction between consent and transparency; the requirement to share relevant information where the duty applies; and the extremely limited circumstances in which information may properly be withheld because sharing would be more detrimental to the child than not sharing
7) take advice from the MASH professional's helpline and Children's Social Care Front Door service. Particularly when managing cases where there a concern that requires further support in line with the Local Threshold Guidelines. Work to develop effective links with relevant agencies
    a) co-operate with enquiries about welfare and child protection matters
    b) attend and provide written reports at meetings when necessary
8) securely store clear, detailed written records of concerns about children,
    a) record the date, event and any actions taken. This includes recording the rationale for decisions, even where there is no need to refer the matter to Children's Services
    b) record outcomes and decisions made from meetings
9) meet regularly with the Safeguarding Governor (termly if possible), and work collaboratively to ensure that they are clear on their role and responsibilities
    a) produce an annual report to Governors
    b) complete the Section 11 audit if requested.

Safeguarding In Practice

The DSL will ensure all **relevant** persons:

1) know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/ DDSL
    a) understand their personal responsibility with regards this
2) understand that staff are in an important position to identify concerns early and provide help for children,
    a) understand that early identification can play a part in preventing concerns from escalating
    b) are aware of the NTSCP Local Threshold Guidelines
3) know that if a child's situation does not appear to be improving, they should press for 'reconsideration'
4) understand the importance of challenging inappropriate behaviour between children to prevent normalising unacceptable or abusive behaviour
5) understand their professional duties linked to Teachers Standards

   a) this includes expectations in relation to the Female Genital Mutilation (FGM) mandatory reporting duty
6) understand that the Local Authority and NTSCP provide Escalation Procedures, as recommended from serious case reviews to promote a culture of effective challenge
   a) use Escalation and Effective Challenge procedures when there are disagreements between professionals, service areas or individual services about decisions affecting a child's safety, welfare, or well-being.
   b) Escalation and Effective Challenge procedures are available here
7) ensure that all staff know what to do if a child discloses abuse, neglect, harm, or exploitation. This includes harm caused by another child or via online incidents.
   a) Follow the guidance in reference document C
   b) know they should **never** promise a child that they will not tell anyone about an allegation
   c) liaise with the DSL, SLT, or Children's Social Care to ensure they take appropriate action
8) can reassure children who have made a disclosure that they are being listened to, supported, and kept safe. Children should never feel that they are creating a problem by reporting or feel ashamed for making a report. Explain that the law is in place to protect children rather than criminalise them.
9) recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and know that those concerns will be:
   a) addressed,
   b) managed sensitively and effectively,
   c) dealt with in a timely manner,
   d) dealt with in accordance with schools agreed policies and practices, including the reporting of low-level concerns policy and Whistleblowing Policy
10) are aware of and involved in operating within safer recruitment policy and practice
   a) include safeguarding an essential part of the school's approach to recruitment
   b) update the Code of Conduct/ Behaviour policy at least annually to ensure that expectations for ALL continue to align with safeguarding good practice.
11) know that if they have a concern about any another adult in school, they must refer the matter to the Head Teacher
   a) where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors
   b) Reference document A contain contact details for these positions
12) know that children can abuse other children, including online
   a) recognise that child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator
   b) understand that child-on-child abuse is preventable, may develop along a continuum and can include serious physical harm or threats involving weapons

c) understand that even if there are no reports it does not mean it is not happening, it may be that children are not reporting it.

13) know that child on child abuse is most likely to include
   a) bullying (including cyberbullying, prejudice-based and discriminatory bullying)
   b) discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
   c) abuse in intimate personal relationships between children (teenage relationship abuse)
   d) physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
      i) physical assault and harm, or the threat of harm with a weapon
   d) harmful sexual behaviour, sexual violence and sexual harassment, including misogyny or misandry
   e) causing someone to engage in sexual activity without consent, such as:
      i) forcing someone to strip
      ii) touch themselves sexually
      iii) engaging in sexual activity with a third party
   f) consensual and non-consensual making or sharing of nudes and semi-nudes
      i) all such incidents require a safeguarding response, whether consensual or non-consensual, although the response may differ according to the circumstances
      ii) images may be taken by the child or another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes
   g) upskirting
      i) this can involve taking a picture under a person's clothing without their permission
   h) initiation or hazing type violence and rituals
      i) this can include harassment, abuse, or humiliation
      ii) these are often used as a way of initiating a person into a group and may also include an online element

14) know that our full school procedures on child-on-child abuse cover the different forms it can take
   a) this is child abuse and is not tolerated
   b) know that our separate Pupil Behaviour Policy covers this in more detail

15) offer (alleged) perpetrators support as they may also have unmet needs

16) understand that any child will experience stress if they are the subject of allegations

17) following a report of sexual violence, the DSL or DDSL carries out an immediate risk and needs assessment; for sexual harassment, the need for an assessment is considered. Assessments are recorded, kept under review and used to inform safeguards and support for the victim, alleged perpetrator and other children affected

Working With Others

The DSL will co-ordinate and lead on the following:

1) undertake appropriate discussion with parents, before other agencies become involved, unless this would place the child in more risk
2) make a referral where there are concerns about harm to a child
    a) using the Children's Social Care Front Door service for information, advice, or guidance,
    b) including use of the MASH professional helpline
    c) follow the community-based early help or targeted Family Help pathway where relevant, including contributing to a Family Help assessment
3) ensure that staff know they can make a referral to Children's Social Care Front Door Service if necessary
    a) staff should then report any actions to the DSL/ DDSL as soon as possible
4) ensure that there is a Designated Teacher for looked-after children and previously looked-after children
    a) include their contact details in the reference document A at the end of this policy
5) for children with a child protection plan or a Looked After Child (child in care of the Local Authority)
    a) report unexplained school absence to their Social Worker or Children's Social Care Front Door service
    b) inform the Designated Teacher for Looked After Children
    c) confirm that this will operate as a first day response or as agreed as part of any inter-agency plan in place.
6) support children who have, or have had, a social worker with their welfare and educational outcomes
    a) by working with the headteacher and relevant strategic leads, e.g. the Designated Teacher for looked-after children and previously looked-after children
    b) This is in line with the recent review of Children in Need.[1]
7) work with the Local Authority Virtual School Head to promote the attendance, attainment and progress of looked-after and previously looked-after children, children with a social worker and children in kinship care, as applicable
8) when placing a pupil in alternative provision, remain responsible for safeguarding and ensure the placement meets the pupil's needs; obtain written confirmation of appropriate safeguarding checks and that the provider will notify us of changes which may create risk, including staffing changes
9) know the address of every alternative provision, subcontracted provision or satellite site attended; review attendance, safety and suitability at least half-

termly; and immediately review and, where necessary, end a placement if safeguarding concerns arise

10) recognise that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline
11) guard against assuming that indicators such as behaviour, mood or injury relate to a child's condition without further exploration
12) recognise increased risks of peer isolation, prejudice-based bullying and disproportionate impact without outward signs
    a) address communication barriers, cognitive understanding, dependence on adults for care and risks associated with intimate care or isolation
    b) liaise closely between the DSL or DDSL and SENCO or SEND lead, provide extra pastoral attention and ensure appropriate communication support
    c) recognise that an incident relating to a child's medical condition or allergy is not automatically a safeguarding matter, but make a referral where it indicates increased risk of neglect, abuse or exploitation, for example where essential information or medication is repeatedly withheld
13) recognising the value of school educational visits and ensure that policy and practice allows children to have learning experiences away from the school site for short periods of time
    a) apply the homestay requirements in Part three of the current KCSIE to school exchange visits and sports tours where children stay with a host family, including appropriate enhanced DBS and children's barred list checks for UK hosts where the school is the regulated activity provider
    b) apply the boarding and residential accommodation guidance in Part two of the current KCSIE to overnight trips, ensuring sleeping arrangements comply with safeguarding and equality duties and protect each child's safety, comfort, privacy and dignity

Teaching & Learning and Curriculum

The DSL is required to ensure:

1) provide a broad and balanced curriculum that teaches children about safeguarding
    a) including online, mobile, and smart technology
    b) including relevant issues through personal, social, health and economic education (PSHE)
    c) including relationship and sex education[11] (RSE)
2) safeguard our children from inappropriate or harmful online material
3) that appropriate filtering and monitoring systems are in place on school devices and networks and their effectiveness is reviewed at least once every academic

[11] 'Relationships education' in primary schools, 'relationships and sex education' at secondary, as per statutory guidance

year by the responsible SLT member, supported by the DSL and IT support, with checks recorded for all internet-connected devices in all relevant locations
    a) these systems do not "over block" or lead to unreasonable restrictions to the teaching of online safety and safeguarding
4) the governing body conduct an annual review of their approach to online safety
    a) there is an annual risk assessment that considers and reflects the risks children face
5) that staff have an awareness of risk-taking behaviours which put children in danger
    a) these behaviours can include drug taking, alcohol abuse, missing education, sharing nudes or semi-nudes, gang involvement and associated crime.

SUPPORT TO PUPILS

We recognise that children, who have suffered or witnessed harm may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated, and some sense of self-blame.

We acknowledge that school may be the only stable, secure, and predictable element in the lives of children at risk.

In school we will endeavour to support the pupils through:

1) work with agencies which support the pupil including mental health services where appropriate
2) recognising that when there is risk in the home environment children are vulnerable and in need of support and protection
    a) risks could include e.g. domestic abuse, drug or alcohol abuse, other health, or wellbeing concerns

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

In school we will:

1) operate Safe Recruitment practices, in line with part 3 of the current KCSIE
    a) these practices include online searches for shortlisted candidates, appropriate Disclosure and Barring Service (DBS) checks, children's barred list checks where applicable, references and checks through DfE's Check a teacher's record service

   b) apply the regulated-activity definition amended by the Crime and Policing Act 2026: a volunteer teaching, training, instructing or supervising children frequently, on more than three days in any 30-day period, or overnight, is in regulated activity and requires an enhanced DBS check with children's barred list information
   c) review existing volunteers whose roles became regulated activity from 1 September 2026 and obtain the required barred-list information; where the EYFS framework applies, staff or volunteers must not begin work in the EYFS setting until the enhanced DBS certificate, including children's barred list information, has been received
2) at least one member of the governing body and the Headteacher will access training in Safe Recruitment Practices
   a) at least one person who conducts interviews has completed safer recruitment training.
3) ensure that all Governors in maintained schools have an enhanced DBS certificate
   a) without barred list check unless they are also in regulated activity
   b) and a Section 128 check[12] regarding the management of a school.
4) ensure that ALL are aware that sexual relationships between them and pupils aged under-eighteen are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (abuse of position of trust)
5) we will use guidance from Part 4 of the current KCSIE for managing all allegations, or concerns, no matter how small.
6) ensure that we complete any investigations relating to child protection matters involving staff
   a) even where the member of staff is no longer employed at the school
   b) notify of any concerns to the relevant authorities, professional bodies
   c) include any relevant findings from investigations in references where applicable
7) consider referral to and consult with the LADO where a safeguarding concern or allegation about an adult may meet the harm threshold, and seek LADO advice where a pattern of low-level concerns may do so
8) ensure we deal properly with all safeguarding concerns and allegations where school is not the direct employer, including supply teachers, trainee teachers, volunteers and contractors; safeguarding responsibilities are shared with the relevant agency, contractor or initial teacher training provider
   a) this includes those organisations who also use/ hire our premises/ facilities.
   b) all concerns or allegations will be fully investigated, using our own safeguarding policy and procedures
   c) the headteacher will work closely with the agency involved, making them aware of any concerns
   d) if appropriate, discuss these matters with the LADO

[12] Section 128 legislation prohibits or restricts an individual managing an independent educational setting or governing a local authority maintained school

9) collate enough information to meet the DBS referral duty criteria when an allegation has foundation
10) will consider the facts of a case where the allegation is false, unfounded, malicious, or unsubstantiated
    a) determine if there are any lessons to learn
    b) if school can make improvements in policies, practice, training, and updates
    c) involving the LADO where appropriate.

EDUCATION
NORTH TYNESIDE

REFERENCE DOCUMENT A – Beginning of guidance

REFERENCE DOCUMENT B

Cullercoats Primary School

Links to Other Policies and Procedures

Our child protection policy links to other school procedures and therefore must be read in conjunction with other related policies in school. This includes but is not limited to the following:

1. Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
2. Attendance management
3. Allegations Management
4. Arrangements for those educated in alternative provisions and those educated other than in school.
5. Behaviour policy.
6. Children Absent from Education policy.
7. Complaints
8. Confidentiality, data protection and information sharing, including the statutory Information Sharing Duty
10. Exclusions
11. First aid
12. Health & Safety
13. Inclusion and Special Educational Needs and Disability (SEND)
14. Induction procedures
15. Intimate care policy
16. Low Level Concerns
17. Lettings & school security
18. Looked after and previously looked after children (children in care of the Local Authority) policy including those with current or previous social work support.
19. Medication policy (including allergy policies)
20. Online safety, use of the internet (including acceptable use policy), photography and mobile (including phones) and other smart technology where recording is possible.
21. Children and young people's Mental Health and Wellbeing policy
22. Child on Child abuse including managing allegations made against other children/ young people including sexual violence and sexual harassment as outlined in Part 5 of the current Keeping Children Safe in Education
23. Physical intervention & use of reasonable force
24. Promoting equality & diversity
25. Preventing radicalisation and extremism
26. PSHE policy, including RSE policy (Relationship and Sex Education)

27. Pupil Premium Policy
28. Recruitment, selection DBS and vetting
29. School trips and visits
30. Staff Code of Conduct/ Staff Behaviour Policy
31. Transient children policy
32. Visitors, supply staff, agency workers and volunteers (including Governors)
33. Whistle blowing
34. Young Carers policy

EDUCATION
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REFERENCE DOCUMENT C

Guidance for dealing with a child's disclosure

A child who is being, or has been abused, can be or feel threatened by the perpetrator(s) to keep the abuse a secret. Thus, making a disclosure takes a great amount of courage.

It is vital that the child feels listened to, and that what they are saying will be taken seriously. Care must be taken to remain calm and to be supportive throughout.

The following guidance, based around the 'Receive, Reassure, React and Record' protocol, will help lessen the risk of causing more trauma to the child or compromising further investigation:

Receive

- react calmly, be aware of your non-verbal messages; try to avoid seeming shocked, or horrified
- if you do not understand the child's communication method, reassure the child, and find someone who can
- do not interrogate the child, observe, and listen, use active listening techniques
- do not stop a child who is freely recalling significant events
- keep responses short, simple, slow, quiet, and calm
- allow adequate time to listen, do not rush the child, or end the conversation abruptly.

Reassure

- tell the child they are not to blame and have done the right thing by telling you
- tell the child what will happen next, be honest about you can and cannot do
- **never** promise confidentially. A phrase you might use could be 'Some things are so important; I have to tell them to somebody else.' Use the DSL's name (unless the allegation involves the DSL).

React

- explain what you must do next and whom you must tell
- inform the DSL immediately
- explain to the child that the DSL will share any information to other members of staff on a need-to-know-basis only

Record

- Make some very brief notes at the time of the disclosure but be sure to write them up in more detail as soon as possible.
- Do not destroy your original notes in case they are required by Court.
- Record the date, time, place and how the child appeared to you – be specific.
- Record the actual language the child used (including any swear words or slang), not your interpretations or assumptions
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

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