Teesside High School

Education as it should be

Safeguarding and Child Protection Policy

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Key Reference for Safeguarding:

NAMED PERSONNEL for 2026-27

Senior Designated Safeguarding Lead **Miss Nicola Stephens (NJS)**	Deputy Head (Pastoral) and a member of the Senior Leadership Team, NJS is the Senior Designated Safeguarding Lead (DSL) for child protection throughout all sections of the school. Email (nstephens@teessidehigh.co.uk). She can also be contacted via School Reception or DSL@teessidehigh.co.uk
Deputy Designated Safeguarding Lead including EYFS **Mrs Carolyn Williams (CWI)**	Director of Prep, and a member of the Senior Leadership Team, CWI is the Deputy Designated Safeguarding Lead (including EYFS & Riverbank Nursery) Email:(cwilliams@teessidehigh.co.uk). She can also be contacted via the School Reception or DSL@teessidehigh.co.uk
Other Designated Safeguarding Leads:	
Mrs Andrea Hannah	DSL responsible for EYFS. Contact via School Reception or DSL@teessidehigh.co.uk
Mr Daniel List	DSL; Assistant Head Curriculum & Staffing Contact via School Reception or DSL@teessidehigh.co.uk
Mr Adam Meyerhoff	DSL, Assistant Head Teaching and Learning Contact via School Reception or DSL@teessidehigh.co.uk
Mrs Jodie Connolly	Pastoral Support Officer (Senior School); DSL Contact via School Reception or DSL@teessidehigh.co.uk
Mrs Kirsty Furness	Head of Sixth Form, Head of Drama Contact via School Reception or DSL@teessidehigh.co.uk
Miss Rebecca Hall	Riverbank Deputy Manager Contact via School Reception or DSL@teessidehigh.co.uk
*Mr Charlie Watson	* The Nominated Governor for Safeguarding (cwatson@teessidehigh.co.uk)

TEESSIDE HIGH SCHOOL

Policy Name	Safeguarding and Child Protection Policy
Purpose	To provide clear direction to all staff and governors, and information to parents, in dealing with safeguarding issues. *'Teesside High School is committed to ensuring the safeguarding of our pupils. This policy applies to all of the children in Teesside High School.'*
Applies to	All adults, including volunteers who are working in, or on behalf of the school.
Other associated policies, documents and organisations	Staff Code of Conduct; Data Protection Policy; ICT Acceptable Use and Mobile Phone; Whistle Blowing; Prevention of Bullying, Behaviour, Sanctions, Reward and Conduct Policy, relevant Risk Assessments, the THS Single Central Register, Safer Recruitment Policy. Keeping Children Safe in Education (KCSiE) September 2026 and Working Together to Safeguard Children 2026 - GOV.UK , Relationships Education, Relationships and Sex Education (RSE) and Health Education - GOV.UK, Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK DfE Teaching Online Safety in School,Prevent duty guidance: for England and Wales (accessible) - GOV.UK , DfE Preventing and Tackling Bullying 2017, Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK DfE Contextual Safeguarding and other relevant DfE documents which are hyperlinked within the body of the Policy. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/Working together to improve school attendance - August 2024 - GOV.UK Tees Safeguarding Children Partnerships' Procedures. https://www.teescpp.org.uk/ Disqualification under the Childcare Act 2006 HM Gov. Information Sharing, July 2018 DfE EYFS Safeguarding Reforms Aug 2026. THS EYFS Safer Eating Policy THS Pupil Allergy Policy; DfE Allergy Safety In Schools 2026 ; Mobile phones in schools - GOV.UK

[See Appendix 1 for contact information and location of relevant documents]

Introduction

At Teesside High School we have a child centred and co-ordinated approach to safeguarding; this means, we will consider, at all times, what is in the best interest of the child. This is everyone's responsibility.

It is a requirement that all staff and governors have read the current DfE document *Keeping Children Safe in Education Part One (to page 8-27)*A copy of this document is available at: chrome-extension:/Keeping children safe in education 2026 - GOV.UK this link can also be found in our electronic staff handbook in Shared Drive in Google Drive and a hard copy is posted to the Staff Room notice board.

In 2022, the DfE document on Sexual Violence and Sexual Harassment between children in Schools and Colleges was withdrawn and embedded within the body of KCSIE, it can be found in Part 5 of the document.

Throughout this policy and a number of other policies, frequent references to the Designated Safeguarding Lead (DSL) are made. For clarification and ease of understanding by all members of the school community (including parents, all staff, governors and volunteers), the following section defines their roles and training.

Any information or personal data obtained in conjunction with this policy will be processed lawfully, in accordance with our Data Protection policy and under Data (Use and Access) Act 2025 and GDPR, in order for us to fulfil our contractual and/or legal obligations to you. Please refer to the School's Data Protection Policy for more information relating to how the School processes your personal data and your rights.

Designated Safeguarding Lead
The Designated Safeguarding Leads (DSL) are externally trained in child protection and multi-agency working, which is provided by an external welfare agency acceptable to Tees Safeguarding Children Partnership on a two- year cycle. We currently use HSSCP.

DSLs are a point of contact and will liaise, and contribute, to multi-agency working in line with statutory guidance (Working Together to Safeguard Children), working with our local Safeguarding partners at the Tees Safeguarding Children Partnership, local authority, Police and any other agencies as appropriate. DSLs should take lead responsibility for safeguarding and child protection including online safety and understand the filtering and monitoring systems and processes in place and that they are effective and fit for purpose.

All other staff and governors receive training in child protection regularly in line with statutory guidance. This statutory training is supplemented with termly "in house" refresher training (staff meetings) on key aspects of safeguarding to ensure staff confidence and competence in recognising and responding to safeguarding matters. In addition, a termly THS Safeguarding Bulletin further supports staff with current issues and opportunities for training. These updates include topics such as online safety, child on child abuse, sexual harassment and violence, online safety, filtering & monitoring, allergy safety amongst other themes. The training content for DSL is set out in annex B of KCSIE and covers multi-agency working, having working knowledge of how local authorities conduct and participation in child protection case conferences, supporting children in need, online safety and effective filtering & monitoring as well as record keeping and promoting a culture of listening to children. Providing family help and statutory intervention.

To ensure continuity of safeguarding responsibilities, our arrangements for DSL cover is by means of our shared confidential mailbox (dsl@teessidehigh.co.uk)which means safeguarding concerns are received, monitored and acted upon without delay. During holiday periods, a member of the DSL team will be identified to School Reception on the duty rota to respond to any issues raised

All new members of staff, Governors, temporary (supply) staff and volunteers are given Safeguarding training by the DSLs. This will include:

- The Teesside High School Safeguarding & Child Protection Policy
- The Staff Code of Conduct, which includes the Whistleblowing procedure.
- School Behaviour, Discipline, Sanctions and Rewards Policy
- The identity of the Senior DSL, Deputy DSL and other DSL's
- A copy of Part 1 of KCSIE
- They will be made aware of our local safeguarding partners, Tees Safeguarding Children Partnerships (covering Hartlepool, Stockton, Middlesbrough & Redcar and Cleveland) arrangements and relevant training opportunities available through them.
- They will be made aware of key DfE documents and where to find then along with procedures for children who are absent or missing education, monitoring online safety and protocol to follow for incidents of child on child abuse including sexual harassment and sexual violence.
- They will be made aware of procedures for keeping children safe online including effective filtering & monitoring

Aims of the Safeguarding and Child Protection Policy and Procedure

At all stages in a child's education, the well-being and self-esteem of the individual are paramount at Teesside High School. In particular the school has regard to the principles of KCSiE, ensuring early help and the child's best interests are a priority, It also takes into account the extenuating circumstances of a pandemic or similar and the ongoing need for this policy and KCSIE to remain in force throughout our response to the situation should our pupils and staff need to work from home.

Teesside High School will:

- create and maintain a safe environment for children and young people;
- help children to understand what is and is not acceptable behaviour towards them;
- teach children about staying safe from harm, including online;
- teach them how to speak up if they have worries or concerns;

Through their day-to-day contact with children, all staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to a designated officer (DSL)

At all times the school will comply with the recommendations and regulations as prescribed in the current DfE publication *Keeping Children Safe in Education* or any subsequent publication alongside the Working Together 2026 document. We will also follow procedures in accordance with Tees Safeguarding Children Procedures Website produced by the Hartlepool & Stockton on Tees Safeguarding Children Partnership (HSSCP). This is available at Tees Safeguarding Children Partnerships' Procedures: Home

Definitions

Teesside High School recognises three categories of safeguarding concern:

- **Early Help/Family Help** – where a child is not deemed to be at risk of immediate harm an Early/Family Help Assessment is recommended. Early/Family Help is a collaborative approach to ensure young people receive help at an early stage from universal services to reach their potential. KCSIE 2026 distinguishes the difference between community-based early help and targeted early help through Family Help as below:
  Community-Based Early Help
  Who it is for: All children and families in the local area.
  How it works: Delivered through everyday universal services like schools, health visiting, and community groups.
  Goal: Builds family resilience, handles mild or emerging difficulties, and stops minor issues from getting worse.
  Targeted Early Help via Family Help
  Who it is for: Families facing multiple, interconnected, or complex challenges.
  How it works: Uses formal arrangements, often bringing together different specialized agencies under the Family Help umbrella with a designated lead practitioner.
  Goal: Delivers intensive, coordinated support to improve family outcomes before problems require formal statutory social care.
- A request for assessment (in Stockton) can be raised by contacting the Family Help team on https://www.stockton.gov.uk/family-help-point 01642 393939. The request will be based on the local authority where the family are resident.

Potential signs or additional vulnerabilities for a child in need of Early Help include (from Working Together 2023):

Any child may benefit from early help, but all school 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) is a young carer
- has a mental health need
- Is a young carer
- Is pregnant or a parent themselves
- Has exhibited signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, care or from home
- Is repeatedly removed from the classroom, has experienced multiple suspensions, is on a part time timetable, is at risk of being permanently excluded from school or college and is in alternative provision or a pupil referral unit.
- is at risk of modern slavery, trafficking or exploitation including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- 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 drugs or alcohol themselves
- is at risk of so called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child

Child at risk and or Child in Need– is a child who is unlikely to achieve or maintain a reasonable level of health or development or whose health and development is likely to be significantly or further impaired without the provision of services, or a child who is disabled. Refer to Tees Safeguarding Children Partnerships, using the link for relevant local authority where the child is resident immediately. The child will be assessed under Section 17 of the Childrens Act 1989.
Child suffering or likely to suffer significant harm – refer to Tees Safeguarding Children Partnerships, using the link for relevant local authority where the child is resident . The child will then be assessed under section 47 of the Children Act 1989.
n both of these cases staff should do everything they can to support social workers and continue to keep the child's circumstances under review, involving DSLs and SDSL as required.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy, in accordance with the current *Keeping Children Safe in Education, Part 1*,, including **all** pupils on school roll regardless of age (may be over 18) as:

- protecting children from maltreatment;
- preventing the 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;
- and taking action to enable all children to have the best outcomes.

Abuse, Neglect & Exploitation

KCSIE refers to children as including everyone under the age of 18.

All staff should be aware of the indicators of abuse, neglect,exploitation and modern slavery (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Protecting children from maltreatment is;

- important in preventing the impairment of health or development, though that in itself may be insufficient to ensure that children are growing up in circumstances consistent with the provision of safe and effective care. These aspects of safeguarding and promoting welfare are cumulative.

Child protection is;

- a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child abuse is;

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

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

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

- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet and through AI). 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of our procedures to deal with it.

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

It is important to be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or many not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to a DSL if you have concerns about a child. It is also important that you decide how to best build trusted relationships with children and young people to facilitate communication.

Thresholds of referral: A child on child abuse incident (including bullying, sexual harassment or violence including online) will be treated as a child protection/safeguarding concern where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

Specific safeguarding issues

- All staff should have an awareness of safeguarding issues, which can often overlap and put children at risk of harm, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol misuse, unexplained and/or persistent absences, serious violence (including that linked to county lines),

radicalisation and consensual and non-consensual creating and sharing of nude and semi-nude images and/or videos as well as AI generated “deep fakes”, chatbots and incel culture which can be signs that children are at risk. Staff should also be aware of the additional vulnerability to abuse and the barriers to recognising abuse and neglect of those pupils with SEND. These include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration; SEND children being more prone to child on child isolation and bullying than other children; the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs; and communication barriers and difficulties in managing and reporting these challenges. Further information on supporting those with SEND can be found at Special educational needs and disability code of practice: 0 to 25 years and Supporting pupils at school with medical conditions - GOV.UK . There are helpful links to support with concerns around SEND and safeguarding in KCSIE .Children who need a social worker due to safeguarding or welfare needs are potentially at greater risk of harm due to possible abuse, neglect or complex family circumstances.

- Social care should be willing to work with DSLs at THS to best support these children with evidence from Child in Need Review.
- All staff should be aware that safeguarding incidents and behaviours can be associated with factors outside THS (Contextual Safeguarding) and we must consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and our students could be vulnerable to multiple harms including (not limited to) sexual abuse (including harassment and stalking),, domestic abuse in their own intimate relationships, criminal exploitation(including financial) and serious youth violence, county lines and radicalisation

Child on Child Abuse (Formerly Peer on Peer)

This section should be read alongside Part 5 of KCSIE and Sexual violence and sexual harassment between children in schools and colleges

Children can abuse other children (formerly referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports**.** It is important to understand that even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. We must have the approach that “it could happen here”. As such it is important if we have any concerns regarding child on child abuse you must speak to a DSL.
We should deal with any child on child abuse in line with Safeguarding, Prevention of Bullying, and Behaviour, Discipline, Sanctions & Rewards policies at Teesside High School.

Child on child abuse is likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or

encourages physical abuse);
- Harmful sexual behaviour, sexual violence and sexual harassment - which may include misogyny/misandry. Part 5 of KCSIE sets out how we should respond to reports of this nature.
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- Upskirting, (which is a criminal offence)which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Prevention: To reduce the risk of child on child abuse, THS will educate young people as to what child on child abuse is and how it will be dealt with in line with our policies, through assemblies, tutor time and PSHE. This will include work on misogynistic and misandric behaviour and inappropriate role models as well as incel cultures. We will be vigilant and challenge all incidents to ensure a culture of zero tolerance of child on child abuse, particularly sexual harassment and sexual violence. It is important that all staff recognise the importance of understanding intra familial harms and any necessary support for siblings following incidents. KCSIE makes reference to the Lucy Faithfull Foundation's Shore Space, a confidential chat service supporting young people concerned with their sexual thoughts and behaviours.

How can pupils report child on child abuse concerns?

- To any member of staff in person
- To any member of staff by email
- Through Pastoral or Anti-Bullying questionnaires (well-being survey)
- Through a school council representative (for general concerns)
- Through tutor or class discussions (general concerns regarding ethos or culture)
- Through the "My Concern" button on Chromebooks and in Edulink

Students are made aware of these "pathways" through tutor discussion, PSHE, assemblies and School Council.

Procedures to Deal with Incidents: All reported incidents will be investigated and dealt with in line with our Behaviour, Discipline, Sanctions & Rewards policy.
In summary:

a) Challenge the behaviour if witnessed or overheard; often a child will not report an incident so we must be vigilant and react and respond to any incidents swiftly in a measured way.
b) If the incident is one of sexual harassment or violence, follow protocol in part 5 KCSIE; incidents of making or sharing of nudes/semi nudes, whether consensual or non consensual to be managed in line with Searching, screening and confiscation in schools - GOV.UK and Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK
c) When reported, take a statement reassuring and supporting the victim. Be aware of

guidance around incidents of sharing nudes and protocol for evidence.

d) Interview the perpetrator.
e) It may be necessary to refer to a DSL or SLT
f) Sanction in line with Behaviour, Discipline, Sanctions, Rewards Policy
g) Incidents to be recorded in SIMS and pupils file also in Child on Child Abuse Incidents Records File held with the Director of Prep and Deputy Head Pastoral via the google POP form.
h) Tailored strategies will be implemented to support both victims and perpetrators and the impact of these will be reviewed. Victims will be taken seriously, supported and kept safe and not made to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.
i) Incidents will be dealt with on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. Support may involve work with external agencies as guided by Tees Safeguarding Partnership such as Early Prevention Team (Cleveland Police)

Outcomes & Actions:

1) Managed internally
2) Early/Family Help Referral
3) Referral Children's Social Care and/or Police

Further support and guidance on this can be found in Pt 5 KCSIE including guidance on how to manage unsubstantiated, unfounded, false or malicious reports.

We will regularly review action eg for patterns of inappropriate behaviour to dynamically manage our provision and spaces.

Staff, parents and pupils should be aware that child on child abuse can be described as 'banter' or 'part of growing up'. This is unacceptable. We have a zero tolerance to this.

Child sexual exploitation (CSE), child criminal exploitation (CCE) and serious youth violence

- Both CSE and CCE 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Part 1 of KCSIE

- This is a safeguarding issue for both victim and alleged perpetrator, it is preventable and may involve serious physical harm or threats involving weapons.
- CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16-17 year olds who can legally consent to have sex. This can be committed by an indidual or an organised network and most sexual abuse is committed by individuals known to the victim
- This can be committed or facilitated by an organised network or gang and victims may identify as part of this group. This may constitute modern slavery. See guidance here: Guidance
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with these crimes. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Advice to schools and colleges on gangs and youth violence and its criminal exploitation of children and vulnerable adults: Criminal exploitation of children and vulnerable adults: county lines (accessible version) - GOV.UK
- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Criminal exploitation of children and vulnerable adults: county lines.
- DSLs should be aware that if the children involved do not require referral to statutory services but may benefit from early help they can be referred in through the usual channels. Early/family help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

Serious violence

This is a continuing safeguarding concern; it may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying and can be associated with criminal exploitation. We should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff

should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
Staff should report any concerns about a child carrying a weapon (or expressing intent to do so) to the DSL. The THS Weapons Policy and Practice Guidance should be referred to and followed. Education around knife crime and serious violence is a key part of our PSHE provision.
Advice for schools and colleges is provided in Advice to schools and colleges on gangs and youth violence and Criminal exploitation of children and vulnerable adults: county lines

Domestic Violence

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long term impact on their health, well-being, development and ability to learn. We work with our local Police Forces to support our pupils through the Operation Encompass process Operation Encompass .

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details. Multi-agency statutory guidance on female genital mutilation

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties. Threats can be physical or psychological. Some perpetrators may use cultural practice or learning disability to coerce a person into marriage. New guidance reflects the change in the law from Feb 2023 The new law outlines that it is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial "marriage" as well as legal marriages. We can contact the Forced Marriage Unit if we need advice or information: contact 020 7008 0151 or email fmu@fcdo.gov.uk

Mental Health

All staff should also be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self harm, suicidal ideation or risk of suicide. They may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Our role is specific in:

- Promoting good mental wellbeing and preventing the onset of mental illness
- Observing pupils and identifying early those who may be experiencing mental health issues or may be at risk of developing one
- Ensuring early targeted support is provided
- Liaising with specialist services where needed

If a child is struggling with their mental health, self harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which we are well placed to recognise, including:

- Significant changes in behaviour

- Ongoing sleep difficulties
- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves

THS will use the pastoral support team to identify possible mental health problems, escalate and refer where appropriate. These concerns will be recorded in CPOMS to ensure DSLs are aware.
If staff feel that a child is in danger they should call 999 or arrange for them to be taken to A&E immediately by a parent or carer or other suitable person. If a child needs help urgently help can be obtained from NHS 111 online or telephone service selecting the mental health option.
Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
The DfE have published advice and guidance on Mental Health and Behaviour in Schools as well as Promoting Children and Young People's emotional health Mental health and behaviour in schools

Children who are absent or Missing from Education (CME)

All staff should be aware that children being absent for prolonged periods and/or on repeat occasions can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child being missing from education. These issues may emerge quickly or may be where children are already known to the children's social care/social worker (such as a child on a child in need or child protection plan). We must maintain awareness of any unauthorised absence and follow children missing from education procedures. Any child failing to attend school regularly, or who has been absent without school's permission for a continuous period of 10 school days or more will be referred to our local authority attendance team by either the Deputy Head, Pastoral (Senior School), or Director of Prep School who have a responsibility to report any such children and families to the Local Authority Attendance and Exclusion Team Manager. The School's responsibility in this area also extends to:

- parents who choose to home educate their children ;
- families who move away from the area;
- children who are medically unfit to attend school;
- children who are permanently excluded
- children who are in custody for more than four months;
- children who 'run away' from home or go missing.

We follow statutory guidance in Working together to improve school attendance - GOV.UK, Children Missing Education Statutory Guidance for Local Authorities August 2024

Preventing Radicalisation

Children who are at risk of radicalisation or may be being drawn into or supporting terrorism and forms of extremism will be managed through the Prevent Strategy

This is informed by the PSHE Association resources and covers four strands based on the 4 C's: content, contact, conduct and commerce.

Other Specific Issues:

- Further guidance on the following issues can be found in Annex A of KCSIE
- Child abduction and community safety incidents
- Children and the court system

- Cybercrime (also covered in our PSHE policy and in Online Safety in this policy)
- Homelessness
- Operation Encompass & Domestic Abuse
- Mental Health
- Modern Slavery & the National Referral Mechanism
- Preventing Radicalisation

Further Advice:

- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on the TES, MindEd and the NSPCC websites. Teesside High School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Annex A of KCSiE contains important additional information about specific forms of abuse and safeguarding issues. School leaders and all those staff who work directly with children at Teesside High School should read the annex. Additional information on CCE, CSE, County Lines, Domestic Abuse, Honour Based Abuse, Preventing Radicalisation & Upskirting can also be found in Annex A

KCSIE outlines helpful links from NSPCC to support students with SEND with safeguarding concerns;

Opportunities to teach Safeguarding and Staying Safe

The School provides many opportunities for all pupils to be taught about staying safe from harm, the dangers of radicalisation and extremism, and how to speak up if they have worries or concerns. We prepare pupils and students for life in modern Britain and create a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. This is underpinned by our behaviour policy and pastoral systems. Students learn about safeguarding in::

- The PHSE, Citizenship Programme and SEAL programme (in the Prep School)
- Careers, Health, PHSE (including Online Safety) and Citizenship (in the Senior School & Sixth Form). Relationships & Sex Education.
- Subject specific curriculum schemes of work, (including ICT with regards to Online Safety and radicalisation). PSHE Association and Pol-Ed resources are used to enhance our programmes
- Visiting speakers
- Charitable Events
- Assemblies
- Information is in Edulink for all Year 7-13 pupils.

More detail of this can be found in our Relationships & Sex Education Policy. In addition the DfE resource Teaching about relationships, sex and health and Relationships Education is an excellent source of information and has been used to plan our PSHE programme. Our programme covers, at age appropriate stages:

- supporting children to develop the skills that form the building blocks of all positive relationships,
- healthy and respectful relationships,
- boundaries, consent and kindness in relationships,
- stereotyping, prejudice and equality,
- body confidence and self-esteem,
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour,
- the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and

understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

Online Safety

As our students increasingly immersed in a digital world, it is essential that they are safeguarded from potentially harmful and inappropriate online material. As such, our governing body will ensure appropriate filters and appropriate monitoring systems are in place (Smoothwall). All parents and students will sign our ICT Acceptable Use Policy on joining the school.

Our PSHE programme embeds, year on year work to educate our students in staying safe online. THS

has an effective approach to online safety which aims to empower and educate the whole school community. (See PSHE Schemes of Work and Overviews for Prep, Senior and Sixth Form).

Filtering & Monitoring
We have mechanisms to identify, intervene in and escalate any incident, where appropriate, through effective filtering, monitoring and reporting systems, namely Smoothwall (see ICT Acceptable Use and Mobile Phone Policy). This aims to block harmful, inappropriate content without unreasonably impacting teaching and learning. We use the DfE document Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK to assist in ensuring we meet this duty. Annual reviews of effectiveness will be carried out by SLT, DSL, IT support and Governors. Termly checks will be made to ensure all filters are working appropriately using Test Your Internet Filter | Test Filtering .; records will be kept of these checks.

We aim to ensure the four key areas of risk are addressed:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual of physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being subjected to harmful online interaction with other users or generative AI applications that stimulate this; for example: 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: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images including those generated by AI and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

These are addressed through PSHE (pshe association resources), visiting speakers, Pastoral Days, ICT curriculum, School Filtering. An excellent resource for reference is Teaching online safety in schools and Education for a Connected World as well as Undertaking remote teaching safely

Regular training for staff and checks on pupils' online activity and devices further support this. Additional information to support in keeping our children safe online (including when they are online at home) is provided in KCSIE

With regards to online learning from home the Government document Safeguarding and remote education during coronavirus (COVID-19) and NSPCC Undertaking remote teaching safely are useful resources; also see KCSIE

A child or young person being lesbian, gay, questioning their gender or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, questioning or bisexual (whether they are or not) can be just as vulnerable as children who are.
See KCSIE for further guidance on this aspect of safeguarding

There is guidance to support understanding safety considerations and legal responsibilities of using Generative AI at Generative artificial intelligence (AI) in education - GOV.UK

Mobile Phone Free Environment

All pupils up to Sixth Form are required to hand in mobile devices on arrival each day, collecting at the end of the day meaning 4/5G internet is not accessible, only internet through school servers with Smoothwall filtering. All pupils from Yr. 3 upwards purchase a school Chromebook which can be

monitored through our systems internally.
Consideration for access to phones for trips and visits will be part of the trip risk assessment and generally pupil phones will only be required if they are needed for remote supervision or for a specific learning purpose.
Sixth form students will not have mobile phones out or use them around the school building or in lessons.

In addition Teesside High will ensure we are responsible for having the appropriate level of security protection procedures in place to safeguard our IT systems, our staff and students from cyber crime. We will continually review these mechanisms. We will be guided by the DfE document Cyber security standards for schools and colleges - Guidance - GOV.UK as well as Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK

Safeguarding & Sport

Due consideration to points regarding equality and safety for mixed sport discussed in KCSIE Part 2 Para 95-98 will be factored into curriculum and planning for Sport

Alternative Provision or Placements:

Should we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The document National Standards - Alternative Provision gives a good framework to ensure relevant checks and measures are in place for placements. We should carry out safeguarding checks and conduct due diligence to ensure the provision is appropriate and meets the child's needs. See Para 208-213 KCSIE

Young Carers

We should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

Procedures - What to do if we have a concern for a child.

All staff working with THS are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. It is important to understand that students who identify as LGB gender questioning or with protected characteristics, equally those with medical conditions (including allergies) may find it more difficult to speak out about abuse and providing safe space and staff to speak out to and share concerns with is important. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,

- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead. Extra pastoral support may also be required.

If you have any concerns about a child's welfare, you should act on them immediately. See Appendix 2 of this policy for a flow chart setting out the process for staff when they have concerns about a child. Also Pg 20 KCSIE.

This will result in one of the following outcomes:

- managing any support for the child internally via our own pastoral support processes including considering where doing so does not place the child at additional risk and whether a DSL should inform parents/carers to further support the child's wellbeing;
- undertaking a family help assessment (DSL to be the lead liaison with other agencies and set up inter agency assessment as appropriate; in some cases acting as the lead practitioner);
- making a referral to statutory services, e.g. as the child might be in need, is in need or suffering, or is likely to suffer harm. The case must be referred to the local authority safeguarding services where the child is resident as a child protection concern within 24 hours, one working day, and that in cases of serious harm the police must be informed from the outset.

SIGNS OR SYMPTOMS OF ABUSE

The following list is by no means exhaustive, but contains the most commonly displayed signs of abuse:

- significant changes in behaviour
- deterioration in general well being
- unexplained bruising, injuries or marks
- signs of neglect
- comments which children make which give cause for concern
- reluctance to go home
- unusual behaviour, tiredness, inability to concentrate
- sexually explicit during play, or in their use of language or in role play
- refusal to communicate, extremely withdrawn persistent complaints of stomach pains, enuresis soiling
- self-mutilation, excessive attention seeking
- truancy or running away from home
- receipt of expensive 'gifts' such as clothing, mobile phones, money (with particular relevance to Child Sexual Exploitation)
- voiced opinions on extremist themes in lessons and discussions.

A fuller list of signs of abuse is available at 'What to do if you're worried a child is being abused' (DfE) Child abuse concerns: guide for practitioners

Any DSL should be informed immediately, in person, by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- If they believe a child is in need of Early/Family Help assessment taking action where necessary
- Suspicion that a child is at risk of being harmed.

- There is evidence that a child is being harmed.
  It is important that staff should:
- Not assume a colleague or other professional will take action and share information that might be critical in keeping a child safe
- Be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about safety and welfare of children (at any stage of problems occurring - early, or when they are already known to social care)
- Include as much information as possible (is it online, discriminatory etc). Children's social care assessments will consider where children are being harmed in contexts outside the home, so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
- Not let fears about sharing information stand in the way of the need to promote welfare and protect safety of children
- Understand that DPA 2018 and GDPR do not prevent or limit the sharing of information for purposes of keeping children safe
- Be aware of information sharing advice which includes the seven golden rules for sharing information (Information sharing advice for safeguarding practitioners)
- Speak to DSL or SDSL if in doubt about sharing information.

Record keeping

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in CPOMS; this information will be kept confidential and secure. Safeguarding records will be kept in CPOMS separate to the child's school file
- Records should 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.
- If in doubt about recording requirements, staff should discuss with a DSL

How can pupils report safeguarding concerns?

- To any member of staff in person
- To any member of staff by email
- Through Pastoral or Anti-Bullying questionnaires (well being survey)
- Through a school council representative (for general concerns)
- Through tutor or class discussions (general concerns regarding ethos or culture)
- Through the "my concern" button in Edulink

Students are made aware of these "pathways" through tutor discussion, PSHE, assemblies and School Council.

PROCEDURES TO FOLLOW IN THE CASE OF A DISCLOSURE:

Listening to Children

Children who disclose to a teacher (or other member of staff) that they are victims of abuse must be listened to and heard, whatever form their attempts to communicate their worries take. They must be reassured they will be taken seriously, supported and kept safe and not made to feel they are creating a problem for reporting abuse, sexual harassment or sexual violence.

Follow the flow chart for acting upon a disclosure or concern in the Appendix of this policy

When recording an allegation or description of an incident, close adherence to the following points is crucial at all stages of an investigation, whoever undertakes this. At no point in the recording should a pupil be promised secrecy or confidentiality, either by implication or statement. The child should be

reassured that the matter will be disclosed only to people who need to know about it. The support needs of a child who expresses concerns about harm should be considered and met, utilising resources within and/or beyond the school as necessary. This is in accordance with the local procedures agreed with HSSCP and the Hartlepool Children's Hub (or agency relevant to the child's area of residence).
Account should be taken of the age and understanding of the child and whether the child or other children may be at risk of significant harm.

Make timed and dated notes at the time of disclosure, these should then be discussed with DSL and uploaded to CPOMS

- It should be factual.
- It should not include personal comment or opinion;
- It should include a verbatim account of anything said by the child
- It should include any relevant background information (including dates, times, places, who was present etc.)
- It should not include any leading questions.
- It should reflect that the child is being listened to, not interviewed. This includes not suggesting that there are alternative explanations for their concerns or worries.
- The child should not be interrupted when recalling significant events.
- Care should be taken that assumptions are not made about what the child is saying, and in not seeking to make interpretations.

In addition:

- Do not discuss the matter with parents/carers or the person accused of the abuse.
- Do not discuss the matter with other staff members other than DSL team
- The written record should be signed and dated by the person who received them and uploaded to CPOMS within 24 hours.
- All subsequent actions should be recorded to CPOMS

In the case of pupils identified as being at risk of radicalisation, Teesside High School will consider the level of risk to identify the most appropriate referral. This could include Channel or Children's Social Care, e.g. Hartlepool Children's Hub

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parent(s) and pupil, their consent is not required for a referral when there are reasonable grounds to believe a child is at risk of significant harm.

In the case of FGM (female genital mutilation), from October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out or believe this is about to be carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate.

The threshold for referrals:

- Whilst guidance places responsibility for making decisions about referrals with the DSL, care must be taken not to impose high thresholds for such referrals in practice. Borderline cases should be referred in line and with informal advice from the HSSCP (LADO and Children's Hub details found at Appendix 1). Guidance notes in KCSIE outline the importance of children receiving the right help at the right time to address risks and prevent issues escalating. It also refers to the importance of acting on early information and referring early signs of abuse, neglect and radicalisation, keeping clear records, listening to views of the child, reassessing

concerns when situations do not improve, sharing information quickly and challenging inaction. Any member of staff can and should, make a referral for reconsideration if they feel the child's situation does not appear to be improving (see contacts in Appendix 1).

- A failure to report externally by a school must be investigated by the local authority and, if justified, appropriate action taken (such action to be determined according to the legal framework).

- A failure to report internally by staff must be investigated by the school and, if justified, appropriate action taken (this could range from disciplinary proceedings, a referral to the Teaching Regulation Agency or a referral to the Disclosure and Barring Service).

What you should do if you have safeguarding concerns about another staff member

Anyone (not only Teesside High staff) can make a referral.

If the allegation involves a member of staff (in any context, including trainee teachers, contractors, volunteers and supply staff) the Head must be informed immediately who will consider whether an onward referral to the LADO is required. In her absence(or should the concern be about the Head) the concern is reported to the Chair of Governors. The only exception to this is if reporting to the Head would be considered a conflict of interest, for example the member of staff of concern is related to the Headteacher, or the concern is related to the Chair of Governors. In this case the concern would be reported directly to the LADO.
If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

The THS governing body ensures there are procedures in place (as described below) to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children. Concerns including allegations that meet the threshold of the harms test should be addressed as set out in section one of Part four of KCSIE. Should the allegation not meet the harms test threshold (low level concerns) then the protocol below and section two of Part Four of KCSIE should be followed. Should we need to consider an allegation against an individual not directly employed by THS; for example, supply teachers, trainee teachers or contracted staff provided by an employment agency or business. Where this applies, we share safeguarding responsibilities with the employment agency or business. We remain responsible for gathering the facts and managing the safeguarding process, while working closely with the employment agency or business, which will usually lead on any disciplinary action. We are still responsible for ensuring that allegations are dealt with properly. In no circumstances would we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Governing body should discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst we carry out the investigation. These expectations are the same for trainee teachers and their overseeing organisation. See Para 252-256 KCSIE for full details on this procedure.

Low Level Concerns

Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- 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
- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

At THS we recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to 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 as above, directly to the Headteacher
- 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

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

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.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

The Information Commissioner has published guidance on employment records in its, The Information Commissioner Employment Practices Code which provides some practical advice on record retention which can be found here: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://actnow.org.uk/media/articles/The_Information_Commissioner_Employment_Practices_Code_commentary.pdf

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Concerns meeting the harms threshold

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (see below). In the case of proven professional misconduct the Teaching Regulation Agency (TRA) would be notified. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

The guidance in Pt 4 of KCSIE should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
    - behaved or may have behaved in a way that indicates they may not be suitable to work with children. **The Head must be informed immediately, or in her absence the Chair of**

Governors, and keep a detailed written and dated record of the event. Staff should be reassured that they have immunity from 'whistleblowing' in good faith, (please refer to Whistleblowing Policy). The Head must not undertake their own investigation prior to consultation with the LADO or the Police (in most serious cases), which must be, within 24 hours, one working day, of the allegation being received or suspicion reported. This will be without telling the subject of the allegation or suspicion. This process should avoid all unnecessary delays. In borderline cases or if the Head/Chair of Governors have any doubts about their decision to report, discussions with the LADO can be held informally and without naming the school or individual.

- Where the allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

- If the allegation is about the SDSL, it must be reported to the Head. If the allegation is about the Head, they must be reported to the Chair of Governors, this contact must be made without the Head being informed. If the allegation involves the Chair of Governors the referral should be directly to the LADO (contact details are at the back of this document and in the Staff Handbook in Shared Google Drive)

- Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and parents of the child/children agreed. The School must consider carefully whether the circumstances of the case warrant suspension of the member of staff or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO and this policy when making a decision about this.

- The following definitions should be used when determining the outcome of allegation investigations:
- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- Since 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers. The School will make every effort to maintain confidentiality and guard against unwanted publicity. This restriction will apply to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency (TRA) publishes information about the investigation or decision of a disciplinary case.
    - Staff will be supported to challenge decisions by other agencies; therefore,

Staff will be supported to follow through their concerns in respect of safeguarding children. Staff will be empowered to discuss matters with their managers and positively challenge other agencies to improve safeguarding arrangements for children and young people. If a member of staff has concerns about Safeguarding Practices in School:

- They should use procedures outlined in the THS Whistleblowing Policy.
- They may also seek advice from the Government document Whistleblowing for employees
- The NSPCC "what to do to report abuse" dedicated helpline is another useful resource (Tel 0800 028 0285 8am-8pm Mon-Fri or email help@nspcc.org.uk)

Retention of Data relating to Allegations of Sexual Abuse
Records will be preserved by THS which contain information about allegations of sexual abuse for IICSA for the term of the inquiry
All other records about allegations against staff should be retained until the accused has reached normal pensionable age or a period of 10years from the allegation if that is longer.

Prevent Strategy

In addition to the procedures already covered in this policy in relation to protecting children from radicalisation and being drawn into terrorism, there are additional safeguards and procedures in place to safeguard children.

- All visiting speakers, whether invited by staff or pupils, are suitably and appropriately supervised throughout their visit.

- The School also has suitable levels of filtering and network monitoring to ensure that pupils are safe from terrorist and extremist materials. Regular checks are made on pupils' personal devices to ensure they do not use VPN's and this is reinforced in assemblies, PSHE, parental meetings and School correspondence.

- All staff will be asked to complete the Prevent general awareness training online (course 1) at YOU HAVE ACCESSED THE E-LEARNING TRAINING ON PREVENT and print and submit their certificate of completion within one term of starting their employment. This training should be refreshed three yearly (refresher course) All DSLs will complete, in addition, course 2&3 (Referrals and Channel Panel)

Looked After Children

The School should ensure that staff have the skills, knowledge and understanding necessary to keep safe those children who are looked after by the Local Authority. This includes ensuring staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority carers. This will be led by DSL who will hold key information. This will also cover provision made for those children who are part of Private Fostering Arrangements. More information on the role of the Virtual School Head who will manage pupil premium plus for looked after children and work with the designated teacher at THS to promote educational achievement is found in Pt 2 KCSIE Paras 233-249.

Roles and Responsibilities

Multi Agency Working & Information Sharing
Teesside High School has a pivotal role to play in multi-agency safeguarding arrangements. Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting the welfare of children including in relation to their educational outcomes. The Governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. If named as a relevant agency, THS, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Refer to Pt2 KCSIE for further details. THS as a relevant agency should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered as part of an Early Help Assessment. DSLs should be familiar with the type of services which can be provided as informed by their local authorities.
We understand that the safeguarding of children and individuals at risk is a processing condition that

allows practitioners to share special category personal data. This includes sharing information without consent where there is good reason to do so and that this information should be shared in a timely manner.
The Data Protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect safety of children. More detail around sharing of information can be found in KCSIE Para 138-150.

Senior Designated Safeguarding Lead (SDSL)

- Will be a member of the SLT.
- Will ensure they or another DSL is always available during term time and working hours for staff in school to discuss safeguarding concerns. They will arrange adequate cover for out of hours and in holiday periods if needed. A DSL secure email is available to ensure all concerns are picked up and responded to in a timely manner (dsl@teessidehigh.co.uk)
- Will be responsible for overseeing the implementation and review of filtering and monitoring for online safety and ensure staff are aware and trained in the mechanisms and responsibilities for this.

Referrals

- The case should be referred to the local authority as a child protection concern within 24 hours, one working day, and that in cases of serious harm the police should be informed from the outset. For children deemed not to be in danger of suffering significant harm or danger and those who are in need of additional support from one or more agencies, the procedure followed should lead to multi-agency assessment using local processes, Early/Family Help Assessment Team, including use of the Team around the Child/Family (TAC/F) approaches. Also including referrals to the Channel programme.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with Head to inform her of any issues and ongoing investigations and ensure there is always cover for this role.
- Understand the relevance of sharing information, both within school, with local safeguarding partners, other agencies, organisations and practitioners. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police (Linkf) documents should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. This is particularly pertinent when responding to reports of sexual violence and/or sexual harassment.
- In the case of a child in the EYFS, inform OFSTED as soon as is reasonably practical, but no later than within 14 days of any allegations of serious harm or abuse by any person working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. In such cases, the actions taken in response to the allegations will also be provided to Ofsted. Riverbank Nursery and THS recognises that failure to do so is an offense.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of Tees Safeguarding Children Partnerships procedures along

with other local authorities of our pupils, the conduct of child protection case conferences, 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's Safeguarding and Child Protection Policy, including Part 1 of KCSIE, particularly new, part time and supply staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. All new members of staff will receive a copy of the Child Protection Policy (which includes arrangements for CME, dealing with child on child abuse and online safety, including expectations of filtering & monitoring and who has responsibilities for this), the Behaviour, Conduct, Sanctions and Rewards policy, Staff Code of Conduct, KCSIE Pt One and be introduced to SDSL and DSLs.
- Ensure that all staff have access to half termly updates, in line with the TSCP advice, This should include updates and developments in Prevent, online safety and how to manage reports of child on child sexual violence and harassment in addition to any further national developments or concerns within school. This may take the form of termly whole school staff meetings or the half termly safeguarding bulletin.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- To identify any weaknesses in these procedures and provide remedies without delay.

Raising Awareness

- Ensure the School's Safeguarding Policy and procedures are updated and reviewed annually. Including working with the governing body and ensuring that full and adequate discussion of Safeguarding issues take place.
- Ensure parents are able to examine copies of the Safeguarding Policy and procedures via the School Website. Alert them to the fact that referrals may be made and the role of the school in this process so as to minimise any conflict later.
- When children leave the School, ensure that their child protection file is securely transferred to the new establishment as soon as possible (ideally within 5 working days), but transferred separately from the main pupil file. They may decide it would be appropriate to share information with the new school or college in advance of a child leaving to ensure seamless safeguarding provision.
- Oversee the implementation of online safety education for all students throughout the school.

Confidentiality

- All child protection records must be kept centrally in CPOMS. These records are not kept with the child's general records. No records, letters or information supplied by other agencies or previous schools should be shown or available to parents by the School. Access to these records within the School must be restricted:
- The DSL's have access to pupils records via CPOMS. This level of access is restricted to the DSL team and the Headteacher.

Transfer of Safeguarding Files

Where children leave or arrive at THS, the DSL will ensure their child protection file is transferred to or from the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow support to be in place when the child arrives.

- Transfer should be secure and confirmation of receipt obtained
- DSL to decide what information from the transferred file should be shared on to appropriate staff (SENDCo, named persons etc)
- Information should also be shared where a risk assessment should be considered for the leaving/arriving student
- See Annex B KCSIE

Training Programme

- All employees: annual update/policy and procedure review training in Autumn Term, led by SDSL.
- All new employees (including supply staff): to have safeguarding training incorporated into the Induction Programme.
- To ensure Governors receive appropriate safeguarding and child protection training, including online safety, filtering & monitoring. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at THS are effective and support the delivery of a robust whole school approach to safeguarding. This should be updated regularly.
- All contractors (e.g. transport, Duke of Edinburgh): to distribute Safeguarding policy and training details to their Senior Person annually. The manager to attend Child Protection training in School or access appropriate level of training with certification as proof.
- DSLs to be trained formally by HSSCP or suitable external agency at least biennially and/or attend termly Safeguarding Forums and Serious Case Reviews.
- All employees and volunteers to be trained in Child Protection regularly in line with advice from TSCP and Helen Hogan Safeguarding Matters. The SDSL/Head's PA shall keep a record of all training undertaken.

Other Designated Safeguarding Leads (DSLs)

- To maintain close contact by reporting all incidents to Senior Designated Safeguarding Lead.
- To be a point of contact and support for all staff in cases of suspicion or disclosure.
- To set up and coordinate an agreed monitoring system within the School (CPOMS).
- To ensure that there is support within the School for the children who have been abused.
- To familiarise themselves with the HSSCP procedures and understand the importance of sharing information both with School and with local safeguarding partners, other agencies, organisations and practitioners.
- To support in timely transfer of incoming/outgoing pupil Safeguarding files
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc
- To oversee the implementation of online safety education for all students throughout the school.

The Governing Body

The Governing Body will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart

Where there is a safeguarding concern, the governing body and SLT will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. They will ensure systems are in place (particularly with regards to child on child abuse and filtering and monitoring of online behaviour), and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

They will work within the updated guidance on both Human Rights Act, the Equality Act and the Public Sector Equality Duty as outlined in paras 81-92 of KCSIE when overseeing safeguarding provision.

Teesside High School has appointed a Safeguarding Governor at senior board level, to support the Senior Designated Safeguarding Lead in her role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure the Senior Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

The Head and the Nominated Governor, will review the policies and procedures relating to safeguarding children on at least an annual basis, together with a review of the efficiency with which the duties described herein are discharged. They should be prepared to supply information as requested by local safeguarding partners as well as ensuring induction and training for staff is in line with advice from local safeguarding partners.

- This will take place at the Education Committee meeting in September following a review by the SDSL.
- Safeguarding is also a standing item for this committee at every meeting where a written report is given by the SDSL; this is open to scrutiny and challenge at this level.
- Safeguarding is also a standard at full board meetings where reviews of policy, procedures and effectiveness of implementation are further reviewed.
- Findings and recommended changes to the whole school policy and procedures are then discussed and agreed with all members of the full governing body, who have collective responsibility for this area. This takes place at every full board meeting.
- Minutes from committee and Board meetings should be sufficiently detailed to demonstrate the depth of review.
- With regards Data Protection, the governing body should have due regard to data protection principles and be confident of the processing conditions under Data (Use and Access) Act 2025, effective from Jan 2026, DPA 2018 and GDPR, storage and sharing of information for safeguarding purposes including 'special category data'
- They should also be aware that DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allow practitioners to share information (e.g. without consent if gaining it would place a child at risk)
    - The Governing Body will ensure the DSLs and SDSL should understand and have due regard to the relevant data protection principles, legislation and regulations (especially DPA 2018 and GDPR) which allow them to share (and withhold) personal information. This includes being confident of processing conditions for storing and sharing safeguarding information which is sensitive and personal and should be treated as 'special category data.' DSLs will be guided by Information sharing advice for safeguarding practitioners and the new Data protection: toolkit for schools where further information can be found.
    - It is important to note that GDPR and Data Protection do not prevent the sharing of information for the purposes of keeping children safe. Fears of sharing information must not be allowed to stand in the way of the need to safeguard and promote welfare.
    - The Governing body will ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training (including filtering and monitoring), is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

    In addition, the nominated governor will;
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements and to ensure there is a zero tolerance approach to abuse of any kind. Governors should receive appropriate

safeguarding and child protection training, including online safety. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at THS are effective and support the delivery of a robust whole school approach to safeguarding. This should be updated regularly.

- Ensure that they liaise with the local authority and/or local safeguarding parties, partner agencies on issues of child protection and in the event of allegations of abuse made against the Head or member of the governing body.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Head to account on all matters involving safeguarding through an effective Safeguarding and Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure SDSL prepares and presents detailed, accurate reports to Education sub-committee which are open to scrutiny and challenge at that level.
- Do all they reasonably can to limit children's exposure to online harm through effective IT systems. They should ensure appropriate filters and monitoring systems are in place and regularly review their effectiveness. They should ensure the leadership team and relevant staff have an awareness of the provisions and manage them effectively, knowing how to escalate a concern if it arises, balancing the proportionality of cost versus safeguarding risks.

Additional Good Practice

Whole School Best Practice with Regards to Photographic Equipment and Mobile Phones (with particular emphasis on EYFS)

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, there are individuals who abuse children through taking, using and manipulating images. The School must ensure that safeguards are in place. To protect children, we will:

- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications). This permission is then recorded on the School MIS;
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure that only the School's designated camera/device and equipment is used
- ensure parents and carers are not permitted to take photographs of children in School or out of school at an event or trip with a camera or mobile phone, unless prior consent has been obtained by the Director of Prep/SLT. This could include, for example a special event, such as a play, concert or presentation
- ensure all cameras, mobile phones or any other electronic devices with imaging and sharing capabilities (including smartwatches) are open to scrutiny.
- **In EYFS** neither staff nor children may use their own mobile phone, camera or any other electronic device with imaging and sharing capabilities (including smart watches) to take photographs within our EYFS setting, nursery and up to Reception year in school (see Staff code of conduct). Any staff wishing to wear a smartwatch may do so with "airplane mode" enabled and these devices will be subject to regular, random checks by the DSL team.

Equality

Toilets/Changing Facilities - We provide separate toilets/changing facilities for boys and girls aged 8 and over in line with School Premises (England) Regulations 2012 and ISS Regulations 2012. Gender questioning children who do not wish to use the toilet/changing facility designated for their biological sex will use our accessible toilet facilities. This arrangement does/should not compromise the safety, comfort, privacy or dignity of the child or any other child. We will keep a clear record of this arrangement in CPOMS and communicate it appropriately to the child and parents, reviewing regularly.

Students aged 11 years and older should never undress in front of a child of the opposite biological sex. Please see Para 105-116 KCSIE for more detail on these requirements.

Use of Reasonable Force

There are limited circumstances when it is appropriate for us to use 'reasonable force' to safeguard children. 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 child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances. Staff should refer to THS Physical Contact with Children Policy; Behaviour, Sanctions, Rewards Policy and DfE Restrictive Interventions document.

Recruitment of New Staff

There is a separate Safer Recruitment Policy which deals with this in detail.
This lists all relevant policies and procedures such as Safeguarding, Online Safety for staff and students, Code of Conduct, Procedures for reporting children missing from education etc.

The DSL will ensure the Head and her PA responsible for dealing with pre-appointment checks is familiar with updates and changes to safer recruitment procedures as detailed in KCSIE part 3
The main points are:

- All new staff, full time or part time (and volunteers from Sept 2026) should be appointed in accordance with the current DfE guidelines and requirements of KCSIE, including a check through the Disclosure and Barring Service (DBS), the Barred List (see paras 266-267 KCSIE), as well as a check of the prohibition list (as of April 2014), prior to confirmation of their appointment. The school will also be required to check:
    - Verification of identity (birth certificate where possible)
    - Academic and vocational qualifications
    - References including a telephone check
    - Previous employment history including any gaps in employment
    - Health and physical capacity for the job
    - The right to work in the UK
    - Disqualification from Child Care checks (as appropriate)
    - Overseas Checks (Para 285-9)

These checks should also include agency and third- party supply staff.
The information around Regulated Activity Guidance (new Sept 2026) is included in KCSIE pg 81

In addition, as part of the shortlisting process, THS will carry out an online search as part of our due diligence on the candidate. This may help identify any incidents or issues that have happened, and are available publicly online, which we may wish to explore with the applicant at interview.

KCSIE is clear that being subject to a section 128 direction prohibits a person from taking part in the management of an Independent School. This should be checked for within the DBS check where 'children's workforce independent schools' is specified in the application for the check. The positions considered 'management' are outlined in para 262 KCSIE. Independent schools, including academies and free schools, must check that a person taking up a management position as described at paragraph 261 is not subject to a section128 direction made by the Secretary of State
Any individual with interim prohibitions is also prevented from carrying out teaching work at THS as outlined in KCSIE.

The School will also ensure that all persons working within the school for sub-contracted agencies, i.e. ballet school teachers, careers advisors, Duke of Edinburgh providers, have such checks verified by their respective agencies before they come onto the School site.

Appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on site and off site (for example, in a separate institution); the School will seek assurance from the other organisations that checks are in place

To note the update regarding charging for DBS for volunteers in para 309 onwards Pt 3 KCSIE

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in paragraphs 285 KCSIE). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, THS will make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, we would apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world. Further information of possible checks can be found in this section of KCSIE
At least one SLT member is trained in Safer Recruitment practice, as recommended in the current DfE guidance *Keeping Children Safe in Education (KCSIE)*.

In the event that any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, the School will report the matter to the DBS as soon as possible after the person leaving. The School should consider making a referral to Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been had they not resigned) and a prohibition order may be appropriate.

The circumstances such an order would be considered are;

- unacceptable professional conduct
- conduct that may bring the profession into disrepute
- conviction, at any time, for a relevant offence.

Further guidance on this issue is published on the TRA website. In this context, ceasing to use a person's services includes;

- dismissal
- non-renewal of a fixed term contract;
- no longer engaging/refusing to engage a supply teacher provided by an employment agency
- terminating the placement of a student teacher or other trainee
- no longer using staff employed by contractors
- no longer using volunteers
- resignation
- voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.
Compromise agreements cannot apply in this connection or where the individual refuses to cooperate with an investigation. The School has a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Staff Professional Conduct

(to be read in conjunction with the Staff Code of Conduct)

All staff are made aware that inappropriate behaviour with, or towards children is unacceptable. In particular the Sexual Offences Act 2003, which states it is an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This duty of care extends and is applied also to those aged 18 years who are still pupils at the School. Staff will also refer to the Staff Code of Conduct for Teesside High School staff and their Job Descriptions which detail clear guidelines for professional behaviour.

Staff and volunteers need to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. in one-to-one tuition particularly specialist music and sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, etc.

Disqualification Under the Childcare Act (Regulation amended in line with KCSIE Sept 2021)

The School will not knowingly employ people to work in childcare in the EYFS setting (children from birth up to the 1 September after their fifth birthday) or allow them to be directly concerned with its management, if they are 'disqualified'. This applies to all EYFS provision during and outside school hours, including in school nursery and reception classes. The same responsibility extends to after school care for children under the age of 8.

The School will check whether those staff who fall into this category are checked or ensure that others have done so.

The grounds for disqualification include, in summary:

- Being on the DBS Children's Barred List
- Being cautioned for, convicted of, or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Being the subject of certain other orders relating to the care of children
- Refusal or cancellation of registration relating to childcare or children's home or being prohibited from private fostering
- Overseas convictions.

To fulfil our duty with this, the School will,

- Inform **relevant** people of the legislation
- Take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified
- Keep records, confidentially held by the Head's PA, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed.

The School will remind staff annually of their duties to disclose the relevant information through their reading and signing of the declaration of this document.

More information on this subject is available at Disqualification under the Childcare Act 2006 - GOV.UK or through ISI Curriculum

Use of school premises for non-school/college activities

Where the governing body hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) The governing body will ensure that appropriate arrangements are in place to keep children safe.

- When services or activities are provided by the governing body; under the direct supervision or management of their school staff, THS arrangements for child protection will apply.
- However, where services or activities are provided separately by another body this is not necessarily the case. The governing body will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. Should we receive an allegation relating to an incident that happened when in individual or organisation was using our premises, as with any safeguarding allegation we will follow our safeguarding policy and procedures, including informing the LADO.
We will be guided by the advice in Keeping children safe in out-of-school settings - GOV.UK

Accessibility

Parents may request a copy of the School's Safeguarding Policy and the Safer Recruitment Policy. Both these documents are published on the school's website - Policies, and are available in hard copy by request from the Heads PA. The school has a policy that any changes, amendments, deficiencies or weaknesses in Safeguarding arrangements are remedied without delay, once identified. This includes updates or changes required by local and central government departments.

Inspection

The Independent Schools Inspectorate is approved to inspect Independent Schools and will also report on safeguarding arrangements. ISI has a published framework which informs how it inspects Schools which THS adheres to.

This Policy is reviewed at least annually by the Board of Governors

APPENDICES

APPENDIX: 1 Contacts & Other Documents

Any person can make a referral to the Local Safeguarding Board.

Keeping children safe in education 2026 - GOV.UK

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2025)

The one-stop shop on teaching RSE:

Teaching about relationships, sex and health

Sharing inappropriate images

Sharing nudes and semi-nudes: advice for education settings working with children and young people

Teaching online safety

Also

Working Together to Safeguard Children 2026 - GOV.UK

Prevent Duty April 2021

Revised Prevent duty guidance: for England and Wales

Contextual Safeguarding

https://contextualsafeguarding.org.uk

Mental Health and Behaviour in Schools, November 2018

Mental health and behaviour in schools

Preventing and Tackling Bullying, July 2017

Preventing and tackling bullying

Local Authority Designated Officer for our Children

Area	Name	Telephone
Stockton on Tees	Phil Curtis	01642 527864 / 07471880331 LADO@stockton.gov.uk

Child's Area of Residence	Telephone	Out of Hours	Email
Hartlepool The Childrens Hub (CHUB) - HSSCP	01429 284284	01642 524552	childrenshub@hartlepool.gov.uk 2. Early Help - Tees Safeguarding Children Partnerships' Procedures
Stockton on Tees -- Family Help Point	01642 130080	01642 524552	https://digital.stockton.gov.uk/family-help 2. Early Help - Tees Safeguarding Children Partnerships' Procedures
North Yorkshire Child Safeguarding Partnership	03001312131	03001312131	Worried About a Child? Make a Referral
Darlington Safeguarding Partnership	01325 406252	01642 524552	Darlington Safeguarding Partnership
Middlesbrough South Tees Safeguarding Children Partnership	01642 726004	01642 524552	South Tees Safeguarding Children Partnership 2. Early Help - Tees Safeguarding Children Partnerships' Procedures

Redcar & Cleveland STSCP (inc Redcar, Guisborough, Saltburn, Skelton,)	01642 130700	01642 524552	South Tees Safeguarding Children Partnership 2. Early Help - Tees Safeguarding Children Partnerships' Procedures
Durham (inc Bishop Middleham, Newton Aycliffe, Spennymoor, Sedgefield) DSCP	03000 267979 select Safeguarding option	03000 267979	Durham Safeguarding Children Partnership firstcontact@durham.gov.uk

Ofsted	0300 123 4666 or 08456 404046
Independent Schools Inspectorate	concerns@isi.net
Police (Stockton)	01642 302226

NSPCC Help Line	0800 028 0285 help@nspcc.org.uk
Childline	0800 1111
The Samaritans	08457 909090
Crimestoppers (e.g. concerns re county lines or other criminal concerns)	0800 555 111
The Disclosure and Barring Service (DBS)	PO Box 181, Darlington DL1 9FA 01325 953795
Department for Education (help on extremism)	0207 3407264 extremism@education.gsi.gov.uk

Support and Advice about Extremism:

Local Police on 101
DfE dedicated helpline for non-emergency advice 020 7340 7264 counter-extremism@education.gsi.gov.uk

Use of social media for on-line radicalisation:
The UK Safer Internet Centre (www.saferinternet.org.uk)
CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Support and Advice with Online Safety

Pg 176 KCSIE 2026 has many excellent links and resources to support with this.

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
swgfl	Includes a template for setting out online safety policies
internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
pshe association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
the use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
UKCIS	The UK Council for Internet Safety's website provides: • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework

Appendix 2

All Staff & Governors Declaration:

Click this link to confirm you have read and understood both:

Link: Safeguarding Declaration 2026-27

- Teesside High School Child Protection and Safeguarding Policy 2026-27
- Keeping Children Safe in Education (September 2026) Pt 1

In case of being unable to access this link, please sign and return the paper version below:

Signed by Staff/Governor_____Date: _____

(Print Name) _____ Primary Role in School: _____

This should be detached from the Policy and returned to the Heads PA.

Appendix 3 - This flowchart is designed to assist in the rapid response to Safeguarding concerns. It is not exhaustive and should be read in conjunction with THS Policy and Procedures

Appendix 4

Pandemic/Coronavirus/Covid-19 Safeguarding Arrangements

This appendix remains a part of this document in the instance that there is a return to home/hybrid education this year.

Keeping Children Safe in Education

The way Teesside High School may need to operate in response to coronavirus (COVID-19) or similar pandemic incidence is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in at THS has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy will be available (see later)
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Teesside High will, as far as is reasonably possible, continue to take a whole institution approach to safeguarding. Any new policies and processes in response to COVID-19 should not weaken our approach to safeguarding or undermining our Safeguarding policy.

Our local safeguarding partners

Will continue to work through the TSCP and Children's/Family Hubs during this pandemic. Local Authorities responsible for placement of SEND students will have contact with THS to conduct risk assessments.

There are no changes to our reporting procedures for safeguarding concerns to Local Authority Hubs, or to our LADO.

This appendix will be amended should any changes be made to this.

What should you do if you have any safeguarding concerns about a child?

It is imperative that any concerns are acted upon immediately. These should be passed to a DSL without delay.

All DSLs are available through our dedicated email address DSL@teessidehigh.co.uk, send an email requesting an immediate call back. In the unlikely event you do not receive a call back, please contact the Head teacher (mobile phone number provided by email to all staff should school closure occur). This applies to both key worker children cover on site and distance learning arrangements. This phone call can be supplemented with a google meet video call if appropriate/necessary.

All notes or concerns, once reported to a DSL, should be logged to CPOMS in the usual way in a timely manner.

Child on Child abuse in these different circumstances should be reported to DSL as above and will be dealt with in line with our safeguarding policy and part 5 of KCSIE.

Staff or volunteers with concerns about a staff member or volunteer who may pose a safeguarding risk to children should report in the same way as detailed in the body of this policy. There are no changes to this procedure.

"Vulnerable" Students at this time

A designated team of staff (Deputy Head Pastoral, Pastoral Support Officer and Director of Prep) will support children THS have identified who meet or fall short of the 'vulnerable' definition by keeping a log of regular contact with the child and family.

THS DSLs will continue to work with any allocated social workers or external agencies, maintaining regular contact to ensure the safety of the student. A log of these contacts will be kept.

Online Safety for Students

An FAQ sheet/letter for parents will be circulated to pupils and parents outlining appropriate protocol for distance/ hybrid learning to ensure that students can keep themselves safe when learning remotely.

Any virtual lessons that take place between staff and pupils will only be via Google Meet through a secure connection, using the school email addresses accordingly.

Staff are reminded to refer to relevant THS documentation with regards to appropriate working practices at this time, including policy documents Temporary Homeworking Policy, Distance Learning Policy, Staff Code of Conduct and the Safeguarding Bulletin.

A weekly pastoral update to pupils will include reminders to students about Online Safety and encourage them to report concerns to a responsible adult at home or in school. This will also include signposting for concerns regarding online safety. Any concerns reported should be progressed in line with the body of this policy by a DSL.

https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline is a useful resource for staff.

Attendance

It is not necessary for THS to complete the usual day-to-day attendance process to follow up on non-attendance. THS and social workers will agree with families whether children in need should be attending education provision – and THS will then follow up on any child that they were expecting to attend, who does not. THS will also follow up with any parent who has arranged care for their children and the children subsequently do not attend.

Where a vulnerable child does not take up their place at THS, or discontinues, the school will notify their social worker.

THS will complete and submit the DfE daily online attendance form to track attendance at this time.

Children Moving Setting

At this time it is crucial that any children moving settings are flagged by our Admissions process to ensure necessary safeguarding files or concerns are shared, ideally before the student begins their new setting.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to our children. If THS is recruiting new staff, they will continue to follow the relevant safer recruitment processes and policies in place, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Should THS utilise volunteers at this time, they should continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.