



## Safeguarding and Child Protection Policy (2021-22)

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## Rationale and introduction

Ponteland High School fully recognises its responsibility for safeguarding and promoting the welfare of children.

This policy is one of a series in the school's safeguarding portfolio, which includes:

- Staff code of conduct
- Attendance
- Anti-bullying
- Behaviour (including the use of reasonable force and exclusions)
- Acceptable use of ICT and E-Safety
- Complaints
- Whistleblowing
- SEND
- Recruitment and selection (this document will reference your single central record which is statutory\*)
- Confidentiality and information sharing
- Children Missing Education
- Relationships & Sex Education
- Statement of procedures for dealing with allegations against staff\*
- Children with health needs who cannot attend school
- The Looked After Children and Post Looked After Children Policy (Including arrangements for the designated person)

School leaders are committed to creating a strong culture of safeguarding within the organisation that goes beyond the required compliance measures. Within staff we promote vigilance and provide annual training and regular updates to ensure that all colleagues are informed and attentive to this aspect of their role.

We are committed to taking timely and appropriate safeguarding action for children or learners who need extra help or who may be suffering or likely to suffer harm. We adhere to our statutory and other responsibilities ensuring these are met and that staff exercise their professional judgement in keeping children and learners safe. This policy contributes to the school's commitment to all local and national requirements.

This policy is available on the school website ([www.ponthigh.org.uk](http://www.ponthigh.org.uk)) and is included in the staff handbook/electronically, and made available to all volunteers and visitors. This policy should be read in conjunction with our other school policies listed above, particularly our attendance, behaviour, E-safety, SEND policies and staff code of conduct.

**Please not in the light of the current COVID pandemic we have made addendums to this policy which include:**

- **School Risk Assessment**
- **PHS Safeguarding in Remote Education**

**Both documents are available on the school website**

Safeguarding principles:

- our driving aims are to ensure our students are happy, feel safe and secure, and achieve exceptionally well
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- to maintain an attitude of "think the unthinkable" and "it could happen here"
- we believe that safer children make more successful learners

This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

## **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children/young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

At Ponteland High School students are taught about safeguarding, including online safety, through various teaching and learning opportunities, tutor time and our assembly programme. The school is fully committed to this as part of the delivery of a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Ponteland High School school is a listening school and all children and young people are encouraged to speak to a member of staff when they are worried about any issues. Students can report a concern to any trusted adult and all our staff are trained in how to follow our safeguarding procedures. We have also signposted our students via assemblies, posters, and tutorial sessions to the NSPCC dedicated Reporting services.

The procedures within this policy apply to all staff volunteers, visitors and governors and are consistent with those of the local safeguarding partnership (NSSP).

## **Policy principles**

- The welfare of the child is paramount
- All children and young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- The school will consider the risks and issues in the wider community when assessing the wellbeing of its students
- Students and staff involved in child protection issues will receive appropriate support

## **Policy aims**

- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners
- To contribute to the school's safeguarding portfolio of policies
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice within the school

For the purposes of this policy the following terminology is used:

**Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

**Children** include everyone under the age of 18.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering from or being at risk of suffering significant harm

**Staff** refers to all of those working for on behalf of the school, full time or part time, temporary or permanent in either a paid or voluntary capacity

**Parent** refers to birth parents and other adults who are in a parenting role, for example step parents, foster carers and adoptive parents

## **Safeguarding legislation and guidance**

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children
- The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance, Working Together to Safeguarding Children 2018, covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for safeguarding to monitor the effectiveness of local services, including safeguarding arrangements in schools. As stated in this guidance schools are relevant agencies in the new safeguarding arrangements established by the three key safeguarding partners (the LA, the CCG and the police)
- The statutory guidance, **Keeping Children Safe in Education 2021**, is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and student referral units.
- The governing body of Ponteland High School will ensure that all staff have read the appropriate sections of this guidance (Part 1; Annex A and Annexe B) and will ensure the necessary mechanisms are in place to assist staff to understand and discharge their roles and responsibilities.
  - A record to confirm this is held with our single central record.
  - An annual safeguarding training session takes place in the first week of each academic year with additional sessions throughout the year as required.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non-statutory advice that helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action
  - A copy of the guidance is available within the CPOMS library.
- Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that **all school staff** are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns

## Roles and Responsibilities

| Role                                | Named person(s)                            | Contact details  |
|-------------------------------------|--|--|
| Designated Safeguarding Lead (DSL)  | Lyn Robinson (Assistant Headteacher/SENCo) | <a href="mailto:l.robinson@ponthigh.org.uk">l.robinson@ponthigh.org.uk</a><br>01661 824711 |
| Deputy Designated Safeguarding Lead | Jim Balkwill (Deputy Headteacher)          | <a href="mailto:j.balkwill@ponthigh.org.uk">j.balkwill@ponthigh.org.uk</a><br>01661 824711 |
| Headteacher                         | Kieran McGrane                             | <a href="mailto:k.mcgrane@ponthigh.org.uk">k.mcgrane@ponthigh.org.uk</a><br>01661 824711   |
| E-safety Lead                       | Mark Warland                               | <a href="mailto:m.warland@ponthigh.org.uk">m.warland@ponthigh.org.uk</a><br>01661 824711   |
| Academy Committee members           | Pat Cox / Carole Butler                    | <a href="mailto:pbs@ponthigh.org.uk">pbs@ponthigh.org.uk</a>                               |

### Designated Safeguarding Lead (DSL)

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, receiving annual updates and face to face training provided by the safeguarding board every two years.
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of Northumberland Strategic Safeguarding Partnership (NSSP) procedures <https://www.proceduresonline.com/northumberlandcs/index.html>
- makes staff aware of NSSP training courses and resources
- agreed processes for providing early help and intervention <http://www.northumberland.gov.uk/Children/Family/Support.aspx#earlyhelpassessmentsforms>
- keeps detailed written records of all concerns using our online Child Protection Monitoring System, ensuring that such records are stored securely but kept separate from, the student's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan has unexplained absences
- ensures that when a student leaves the school, their child protection file is sent securely to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. The student's social worker should also be informed of the change in school
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- ensures that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so
- develops effective links with relevant statutory and voluntary agencies including the NSSP
- ensures that all staff sign to indicate that they have read and understood the child

protection policy

- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and trustees
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- ensures a record of staff attendance at child protection and safeguarding training is maintained
- ensures staff are kept up to date with key priorities within the LA, including learning from serious practice reviews
- makes the child protection & safeguarding policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- has the lead role for Operation Encompass and Operation Endeavour in the school and ensures the school meets all requirements set out in the LA procedures
- reports concern that a student may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and refer cases by e-mail to OneCall . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264)
- meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2021

***Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility will not be delegated.***

### **Deputy Designated Safeguarding Lead**

Is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

**NB: If the DSL (or deputy) are not available, staff should contact the Headteacher, and if not available, another member of the Senior Leadership Team to seek advice.**

**Advice can also be sought from colleagues in One Call, the Local Authority's single point of access on 01670 536400**

### **Headteacher:**

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- ensure the school assess any risks relating to current government public health guidance, puts in place appropriate procedures and publishes appropriate advice to staff, students and parents.
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures

- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- school leaders and governors ensure that the child's wishes are considered when determining action to be taken or services to be provided
- contacts the Designated Officer (DO) immediately an allegation is made against a member of staff, seeking advice and then works with the DO to follow the advice received
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service

### **Academy Committee:**

Ensures that the school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a child protection policy and procedures in place
- has a staff behaviour policy/code of conduct, which is reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the head teacher, receive information about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is updated at least annually and will receive regular updates. The DSL receives face to face refresher training at two-yearly intervals and accesses an annual update in line with the Local Safeguarding Board requirements
- ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy
- ensures that the school contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how students may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The Academy Committee nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.

It is the responsibility of the Academy Committee to ensure that the school's safeguarding, recruitment and managing allegations procedures consider the procedures and practice of the local authority and NSSP and national guidance.

## **Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards students we have agreed standards of good practice, which form our code of conduct for all staff. Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being an active listener
- being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding and child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, criminal exploitation, extremism, e-safety and information-sharing
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and NSSP procedures
- referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to relationships with students and communication with students, including on social media.

### **Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The school's Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

### **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. All staff need to be aware that additional barriers can exist when recognising abuse and neglect in this group of children. 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; and
- communication barriers and difficulties in managing or reporting these challenges.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- displaying early signs of abuse and/or neglect
- experiencing anxiety or mental health problems
- looked after or returned home after a period of care
- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs or misusing substances themselves
- asylum seekers
- living away from home or in temporary accommodation
- vulnerable to being bullied, or engaging in bullying
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism or being radicalised
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- frequently missing/goes missing from care or from home
- at risk of modern slavery, trafficking or exploitation (inc. County Lines)
- privately fostered

**This updated list provides examples of additionally vulnerable groups and is not exhaustive.**

### **Helping children to keep themselves safe**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe, this will include activities to improve their resilience. Children are taught to recognise when they are at risk and how to get help when they need it.

The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and encouraged to talk; they are listened to, can learn, develop and feel valued
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for PSHE/RSE, which equip children with the skills they need to stay safe from abuse, develop resilience and

- know who to turn to for help
- The school RSHE policy and outlines are available on the school website

### **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- where a member of staff is the subject of an allegation made by a student, ensure that lines of communication are maintained
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies
- providing access to supervision for those staff dealing with child protection issues

## **Complaints procedure**

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the headteacher and governors in line with our Complaints Procedures (available on the school website). Complaints that escalate to a child protection concern will automatically be managed under the school's child protection procedures.

Complaints from staff against a colleague are dealt with under the school's disciplinary and grievance procedures.

## **Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague, including supply staff towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount.

The school's whistleblowing policy, available on the school website, enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of the Academy Committee.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure immediate actions.

## **Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteer or contractor**

We recognise the possibility that adults working in the school may harm children, including supply teachers, agency staff or volunteers.

Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by email via [phs@ponthigh.org.uk](mailto:phs@ponthigh.org.uk).

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern (see Appendix 1 for further information re low level concerns).

When an allegation is made against a member of staff, including supply staff, governors, volunteers and agency staff, set procedures must be followed including a referral to the Local Authority Designated Officer (LADO). It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly,

quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

The school allegation procedure will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age 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

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2021)* and Disciplinary and Grievance Policy.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

## **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a mandatory briefing during their induction, which includes the school's child protection and safeguarding policy, behaviour policy, staff code of conduct, reporting and recording arrangements, and details for the DSL.

All staff, including the head teacher and governors will receive annual training updates and a detailed programme every 2 years in line with NSSP recommendations. The DSL (and deputies) will receive annual safeguarding training, with subjects to reflect local and national priorities including a refresher session on their roles and responsibilities every two years.

Each year staff provide a signature to confirm they have received a copy of the child protection and safeguarding policy and staff code of conduct, and have read *Keeping Children Safe in Education (Part 1)*.

Supply staff and other visiting staff will be given the school's Safeguarding Leaflet and a copy of the school's Safeguarding & Child Protection Policy.

## **Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in *Keeping Children Safe in Education (2021)* and the school's Staff Recruitment procedures.

At least one member of each recruitment panel will have attended safer recruitment training.

The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked. The school advises all agencies of their procedures for dealing with allegations,

ensuring agencies are fully aware of the guidance set out in Keeping Children Safe in Education (2021) in relation to the school having a lead role in the management of any allegations, working with the LADO.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

### **Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2021) Annexe F.

### **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Contractors**

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

### **Site security**

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The head teacher will exercise professional judgement in determining whether any visitors should be escorted or supervised while on site.

### **Extra-curricular activities and off-site arrangements**

Extra-curricular activities and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extra-curricular activities are provided by and managed by the school, our own child protection and safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect students, we will:

- seek parental consent for photographs to be taken or published (for example, on our

- website or in newspapers or publications)
- use only the student's first name with an image
  - ensure students are appropriately dressed
  - encourage students to tell us if they are worried about any photographs that are taken of them

### **Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection and safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

### **E-Safety**

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites including Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **e-safety policy, available on our website** explains how we try to protect and educate students in the safe use of technology so that they are kept safe in school and also whilst they are accessing online learning out of school. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

All students sign an ICT acceptable use policy which explains the rules and expectations of ICT use that is provided by school and used on site. Students' online behaviour is also monitored by our SENSO online monitoring system, which provides a weekly report that highlights any misuse to the DSL, Deputy DSL and Headteacher. Parents regularly receive updates about safeguarding including e-safety via the Weekly Bulletin for Parents.

The school considers e-safety as a priority and included in this is how we manage students' use of their own electronic devices on the school site, and in particular mobile phones. When students use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students are able to access the internet using their own data plan. To minimise inappropriate use, we do not allow any mobile phone or tablet use while students are in school without direct permission and supervision from a member of staff; this is clearly outlined in the school's Behaviour Policy (Section 12).

**Staff/student relationships**

The school provides advice to staff regarding their personal online activity through our Social Media Policy and Guidance; this sets out strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation

The guidance for staff and the school's expectations are clearly set out in our Staff Code of Conduct document, which is provided to staff on induction to the school and re-shared annually to all staff.

# Child protection procedures

## Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse may be committed by adult men or women and by other children and young people. The four types of abuse are:

- Physical
- Sexual
- Emotional
- Neglect

Details of the definitions of the 4 types of abuse are included in Part 1 of Keeping Children Safe in Education; it also includes definitions of the categories and further details on specific forms of abuse, e.g. sexual exploitation, criminal exploitation and where there is evidence of increased vulnerability. All school staff need to understand the need to be particularly vigilant, taking advice from the DSL if they believe they have identified a child who may need extra support or referred to an external agency.

### 1. Children Missing Education (CME)

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The school will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The school will always follow up with parents/carers when pupils are not in school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update school as soon as possible if numbers or other details change

In response to the latest DfE guidance the school has staff who understand fully what to do when children do not attend regularly, appropriate procedures/policies for pupils who go missing from school and staff are trained to recognise signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. The school has procedures in relation to taking pupils off roll when they leave school to be home educated, move away from the school's location, remain medically unfit beyond compulsory school age, are in custody for four months or more (and will not return to school afterwards) or are permanently excluded. We will ensure that pupils who are expected to attend school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school we will maintain a record of their new school and the expected start date

The school's behaviour and attendance lead will submit a monthly return to the LA, indicating children missing education and the DSL must review this submission before it is sent to ensure they are aware of any concerns or can add additional information

The DfE's guidance on Children Missing Education is available at <https://www.gov.uk/government/publications/children-missing-education> and the LA guidance is available on the Virtual School web page

<https://www.northumberland.gov.uk/Children/Looked-after/Virtual.aspx#childrennotins>

## **2. Children with Special Educational Needs and Disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

## **3. Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the policy/procedures on joining the school and the subject of bullying is addressed at regular intervals in RHSE education. If the bullying is particularly serious, or procedures implemented to address the bullying are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

## **4. Looked After Children and Previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head teacher

## **5. Mental health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. They should also be aware that traumatic childhood experiences can have a long-lasting impact on mental health, behaviour and education.

Staff 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, however, only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

The issue of mental health is covered within the RSHE programme in school. Where concerns arise about the mental health of a pupil then staff should raise this with the relevant Pastoral Leader in the first instance. If a member of staff has a concern about the mental health of a pupil that is also a safeguarding concern they should raise this with the DSL or Deputy rather than the Pastoral Leader.

## **6. Children with sexually harmful behaviour (please also refer to child on child abuse)**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible (plus see appendix E).

## **7. Sexual exploitation of children**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The school includes the risks of sexual exploitation in the RHSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

[Child Sexual Exploitation \(proceduresonline.com\)](http://proceduresonline.com)

## **8. Criminal Exploitation of Children**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity and includes drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

See Appendix A for further details

[Gang Activity, Youth Violence and Criminal Exploitation Affecting Children \(proceduresonline.com\)](http://proceduresonline.com)

## **9. Female Genital Mutilation**

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

See Appendix A for further details

[Female Genital Mutilation \(proceduresonline.com\)](http://proceduresonline.com)

## **10. Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

See Appendix A for further details

[Forced Marriage \(proceduresonline.com\)](http://proceduresonline.com)

## **11. Radicalisation and Extremism**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Nationally, Islamic extremism is the most widely publicised form however schools should also remain alert to the risk of radicalisation into white supremacy and extreme right wing factions

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

[Prevent - Safeguarding Children and Young People against Radicalisation and Violent Extremism \(proceduresonline.com\)](http://proceduresonline.com)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

See Appendix A for further details

## **12. Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

### 13. Child on Child/Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that this is becoming pervasive in schools and wider society as outlined in the Ofsted report; 'Review of sexual abuse in schools and colleges (June 2021). Staff need to be conscious of the fact that this form of abuse can and does happen both inside and outside of school, and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

Forms of abuse are most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers including sexting
- 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);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Different gender issues can be prevalent when dealing with child on child abuse and this must always be considered when cases are reviewed.

The school maintains a zero tolerance approach to any forms of sexual violence or sexual harassment. At our school we believe that all children have the right to attend school and learn in a safe environment. Students should be free from harm from adults and other children. We recognise that some students will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. This could include physical abuse, emotional abuse, sexual abuse and sexual exploitation and also include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It is likely that to be considered a safeguarding allegation, some of the following features will be found:

- the allegation is made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil

- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may have been affected by this behaviour

To support young people in this situation we will follow our usual safeguarding procedures ensuring all information is recorded and reported to the DSL, with particular reference being made to NSSP guidance on abuse by children and young people ( Plus see Annexe E)

[Child Sexual Exploitation \(proceduresonline.com\)](https://www.proceduresonline.com/child-sexual-exploitation)

In cases of 'sexting' we will adhere to the guidance given to schools and colleges by the DfE - Sharing Nudes and Semi Nudes: how to respond to a incident, published December 2020

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

#### **14. Domestic Violence**

Our school is fully engaged in Operation Encompass and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children. The school notifies all parents that we are partners with the LA and police in relation to Operation Encompass and new staff receive a briefing as part of their induction.

Staff understand that violence perpetrated by a child on their parents is also a form of domestic violence and as such will seek advice from the DSL when they are made aware of such incidents.

See Appendix A

[Domestic Violence and Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/domestic-violence-and-abuse)

#### **15. Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.

All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. See Appendix A for additional information regarding contextual safeguarding (see paragraph 21, Part 1)

#### **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders,

alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside school. All staff, but especially the DSL (and deputies) will consider the context within which such incidents and/or behaviours occur. Children's social care assessments will consider such factors so it is important that schools provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## **Taking action when you have concerns**

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “think the unthinkable” and “it could happen here”.**

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child and keep them safe; if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only; do not discuss the issue with colleagues, friends or family
- complete a written record via our CPOMS online system
- seek support for yourself if you are distressed.

## **If you are concerned about a student's welfare**

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed or their patterns of attendance may have altered. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should use the **CPOMS incident form** to record these early concerns but this needs to be followed up in person with DSL. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns that do not meet the threshold for child protection intervention will be managed through the Early Help process

<http://www.northumberland.gov.uk/Children/Family/Support.aspx#earlyhelpassessmentforms>

## **Dealing with a disclosure from a student**

It takes a lot of courage for a child to disclose that they are being or have been abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have made threats about what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member needs to inform the student that they must pass the information on**; staff are not allowed to keep the matter confidential and just between them and the student.

The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the student, staff will:

- allow them to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the student
- **under no circumstances ask investigative questions** such as how many times this has happened, whether it happens to siblings too, or what does the student’s parents think about all this
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next. The student may agree to go to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on CPOMS Incident Form and follow up in person with the DSL
- seek support if they feel distressed.

### **Notifying parents**

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will contact the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

### **Referral to children’s social care**

- **The DSL will make a referral to children’s social care** if it is believed that a student **is suffering or is at risk of suffering significant harm**
- The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child
- Any member of staff may make a direct referral to children’s social care if they genuinely believe independent action is necessary to protect a child
- The DSL should keep relevant staff informed about actions taken, they do not need to share all information but staff must be confident their concerns have been actioned

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Chair of Academy Committee (depending on who is the subject of the concern). That person will then decide who else needs to have access to the information and they will disseminate it on a 'need-to-know' basis. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2021)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998 and GDPR. Information sharing is guided by the following principles; the information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Incident Forms and other written information will be stored via our CPOMS online facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on the hard drive of laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information, including Operation Encompass and Operation Endeavour notifications will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher or DSL.

The Data Protection Act and GDPR do not prevent the sharing of information when it is for the purposes of keeping a child safe. The school's confidentiality and information-sharing policy is available to parents and students on request, and is available via our website.

### **The child's wishes**

Where there is a safeguarding concern, the DSL and school leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, Headteacher and the Chair of Academy Committee are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

### **Work Experience**

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience, which are in accordance with the guidance in *Keeping Children Safe in Education (2021)*.

### **Children staying with host families**

The school may plan for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school will follow the guidance in *Keeping Children Safe in Education (2021)*, to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

### **Sixth Form students**

We recognise that some procedures are different for those young people and adults over the age of 18 years. If the student is over 18, and is not a danger to themselves, permission must be obtained from the student to share the information they have disclosed with outside agencies.'

Once the student has reached the age of 18, he/she may be classed as a **vulnerable adult**. The definition of this is in accordance with the Safeguarding Vulnerable Groups Act 2006, i.e. a person who has reached the age of 18 and:

- is in residential accommodation or sheltered housing
- receives domiciliary care or any form of health care
- is detained in lawful custody
- is by virtue of an order of the court under supervision by a person exercising functions for the purposes of part one of the Criminal Justice and Court Services Act 2000
- receives the welfare service of an agency outside the school
- receives any service or participates in any activity provided specifically for persons who fall within subsection 9 of the Safeguarding Vulnerable Groups Act 2009
- payments are made to him/her (or to another on his/her behalf) in pursuance of arrangements under section 57 of the Health and Social Care Act 2001
- requires assistance in the conduct of his/her own affairs' child (i.e. a student at school who has not yet reached their 18th birthday)

In general, adult safeguarding procedures should be implemented for 18-year olds and in these situations children's safeguarding agencies should remain equal partners throughout the process so any issues that impact on the service can be addressed. These situations may be complicated by the different procedures, timescales and processes. In such circumstances the school may refer to the adult services guidelines, '*Safeguarding Adults Procedural Framework Ten Step Summary*'

[\*Safeguarding Adults ten step framework \(Northumberland\)\*](#)

## Appendices

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Four categories of abuse

**Physical abuse**

Physical abuse is 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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

**Emotional abuse**

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

**Sexual abuse**

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

**Neglect**

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

## **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

## **Additional examples of abuse are outlined below**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.**

## **Domestic Abuse**

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

## **Human Trafficking**

The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking and ensuring they receive appropriate care. A trafficking case may involve a range of agencies such as the police, local authorities and charities and the NRM makes it easier for these agencies to work together.

If you think a child is in immediate danger, call the police on 999. If you receive information on a potential trafficker or you think a child is a victim of trafficking:

- Professionals: contact the [Child Trafficking Advice Centre \(CTAC\)](#)
- General public: [contact the NSPCC](#) to discuss concerns with one of our counsellors, or you can contact your local police or children's services (01670 534000).

## **Honour based violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed

to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) Handling case of forced marriage.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### **Female genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.

- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from the classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk) and more information can be accessed using the following link

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the

victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of the Internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

**Potential vulnerabilities include:**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity

**Child criminal exploitation: county lines**

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

Like other forms of abuse and exploitation, county lines exploitation:

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

### **Contextual Safeguarding**

Contextual Safeguarding has been developed by Carlene Firmin at the University of Bedfordshire over the past six years to inform policy and practice approaches to safeguarding adolescents. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

**APPENDIX B: Local Authority and NSSP contacts**

| Advice Area  | Contact   |
|--|---|
| Discussion about a CP or child welfare referral and advice on the operation of CP/Safeguarding Procedures , how to refer and where | <p><b>If this is a new contact then please ring:-</b></p> <p><b>OneCall: 01670 536400</b></p> <p><b>The online referral form (MARF)</b></p> <p><a href="http://northumberland.gov.uk">Forms (northumberland.gov.uk)</a></p> |
| Allegations against people working with children   | Carol Gasper (DO) 01670 623979  |
| Queries in relation to the model CP policy for schools or related guidance   | Carol Leckie 01670 622720   |
| HR advice for schools  | SchoolsHR@northumberland.gov.uk   |
| MAPPA – Risk Management re individuals who may pose a risk to children   | <p>Neil O’Toole</p> <p>neil.o'toole@northumberland.gov.uk</p>   |
| Monitoring/Quality Assurance re operation of schools safeguarding arrangements   | <p>Jane Walker 01670 622734</p> <p>Or Carol Leckie 01670 622720</p>   |

## APPENDIX C: Recording concerns - school procedures

All teaching/administration staff have access to CPOMS. The link below provides further guidance on how to add an incident (cause for concern) to our CPOMS system

<https://www.cpoms.co.uk/addinganincidentku/>

Any other staff including supply teachers, support staff, contractors, volunteers and catering staff should report concerns directly to our safeguarding DSL or Deputy DSL who will record the concern via CPOMS on their behalf.

### **Completing the Safeguarding and Child Protection concern/incident**

This information is intended to be used, alongside the concern/incident form, to support staff with the recording of safeguarding and child protection concerns/incidents.

Have you remembered to include:-

1. What is it that you have seen/heard/noticed which concerns you?
  - a. Remember if you have noticed a mark on the pupil, it is really important to complete an attached body map, giving an indication of the shape, size and location of the mark.
2. Clear and factual information about what you have seen/heard/noticed?
  - a. If you have included your opinion in your report, have you made it clear that this is your opinion?
3. Full names of those involved and where possible, reference to staff roles?
4. Why does what you have seen/heard/noticed concerns you?
  - a. What are you worried will happen if this concern/incident is not responded to?
5. Any actions you have already taken?
6. Whether you have spoken to parents/carers about the concern/incident?
  - a. Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the pupil.
  - b. If the parent is the alleged perpetrator you must always seek advice from the Safeguarding Team before speaking to the parent/carer.

## APPENDIX D Raising safeguarding concerns about a child

**\* Please note national good practice guidance is shown on page 17 of Keeping Children Safe In Education 2021**

Safeguarding concerns arise from information which indicates that a child has or may have been affected by:

- Behaviour that has harmed (or may have harmed) a child(ren)
- Been exposed to criminal activities that could or have caused harm to a child(ren)

If a student discloses an incident to you, explain to the child that you will share this information with a senior member of staff in order to help them.

1. Listen carefully to and take seriously what the child is saying
2. Reassure the child who has made the disclosure to you and say that they have done the right thing and assure them that you believe them
3. Give the child time to talk, but do not probe or ask leading questions.
4. Investigation is not your responsibility
5. Do not promise to keep secrets or keep it confidential
6. All allegations of harm or potential harm must be acted upon
7. Do not confront the person subject to the allegation
8. Record what has been said as soon as possible after the conversation and ensure that a Designated Safeguarding Lead (DSL) is notified immediately.
  - a. DSL – Lyn Robinson
  - b. Deputy DSL - Jim Balkwill

As soon as you can, complete a cause for concern Incident form via CPOMs. Make sure you identify staff who should be alerted to the incident report, i.e. DSL and Deputy DSL.

If you are noting bruising or marks, be sure to include the size, quantity and colour of the bruising or marks.

**Ensure your referral has been received (either verbal acknowledgement or electronic confirmation)**

The DSL will proceed with the matter and should inform you of any appropriate next steps.

If you do not hear from a DSL within 24 hours, please make contact with them.

## **APPENDIX E: Dealing with sexual violence and sexual harassment**

In line with the latest guidance those responsible for governance will ensure that the school has;

1. procedures to minimise the risk of peer-on-peer abuse;
2. the systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
3. how allegations of peer-on-peer abuse will be recorded, investigated and dealt with;
4. clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported;
5. a recognition that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported;

## APPENDIX F: Standards for effective child protection practice in schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted Framework and [Ofsted Inspecting Safeguarding Guidance](#) and the arrangements of the Northumberland Strategic Safeguarding Partnership

<https://www.proceduresonline.com/northumberlandcs/index.html>

In best practice, schools:

1. Operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DfE guidance on safer recruitment, including the maintenance of a single central register of all staff (including volunteers) with DBS numbers and training record;
2. Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulty;
4. Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. Are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
6. Monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
7. Provide and support child protection updates regularly to school staff and in particular to designated teachers every two years to ensure their skills and expertise are up to date;
8. Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account sex and relationships guidance;
10. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;

11. Have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
12. Take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;
13. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance
14. Have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

## Appendix G: Frequently Asked Questions

### **What do I do if I hear or see something that worries me?**

- *Report to the designated safeguarding lead or head teacher. Please remember all reports must be recorded, reporting verbally is not enough*
- *If that is not possible, telephone Children's Services (OneCall 01670 536400) as quickly as possible. (In an emergency call 999 for the police)*

### **What are my responsibilities for child protection?**

- *To know the name of your designated safeguarding lead and who to contact if they are not available*
  - *Lyn Robinson (DSL)*
  - *Jim Balkwill (Deputy DSL)*
  - *Kieran Mcgrane (Headteacher)*
- *To respond appropriately to a child and ensure the child/young person knows you are taking their concerns seriously*
- *To report to the Designated Safeguarding Lead or directly to Social Care if that is not possible*
- *To record your concerns, using CPOMS*
- *Don't do nothing*

### **Can I go find someone else to listen?**

- *No! You should never stop a child who is freely recalling significant events.*

### **Can I promise to keep a secret?**

- *No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person*

### **Can I ask the child questions?**

- *No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.*
- *You can ask a child to repeat a statement.*

### **Do I need to write down what was said?**

- *YES - as soon as possible, exactly what was said. Use CPOMS and make sure you date and sign your paper record.*

## Appendix H: E-safety Social Media Guidance

Northumberland Safeguarding Board Procedures can be found at the following link - [E-Safety: Children Exposed to Abuse through the Digital Media \(proceduresonline.com\)](http://proceduresonline.com)

Access to further guidance and information can be found here; <http://www.gov.uk/government/publications/sharing-nudesand-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

## Appendix I: Dealing with allegations against people who work with children including low-level concerns

### **Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors**

We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Academy Committee who can be contacted by [email: [phs@ponthigh.org.uk](mailto:phs@ponthigh.org.uk) ]

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### **Allegations**

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

### **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Example behaviours include, but are not limited to:

- being over 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; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

### **What is a Designated Officer or DO?**

The role of the DO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2018.

The DO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

This role applies to paid, unpaid, volunteer, casual, agency and self-employed workers and all adults outside the school workforce. They capture concerns, allegations or offences; this can include concerns about their own personal life, e.g incidents of domestic violence or child protection concerns relating to their own family.

If there is an allegation against the Headteacher then concerns should be reported directly to the Chair of Academy Committee and DO.

The DO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. **Schools should seek advice from the DO as soon as an allegation is made.**

The DO coordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – The DO for Northumberland is **Carol Gasper**

Carol.Gasper@northumberland.gov.uk

**lado@northumberland.gov.uk 01670 623979**

[Microsoft Word - Flow Chart \(1\) \(northumberland.gov.uk\)](#)

## Appendix J: School Child Protection Files – a guide to good practice

Child protection file should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference / child protection plan review
- Minutes of child protection conference / child protection plan reviews
- Log of phone calls / contact with parent/carer and professionals
- All Encompass and Endeavour notifications

All safeguarding concerns raised with the DSL (whether or not they require referral to Children's Social Care) should be recorded. This should include:

1. Any action taken by the member of staff raising the concern and also any action taken by the designated person, e.g. talking to the child individually, contacting parents, taking advice from other professionals.
2. These records should be kept, as with a child protection file, securely, separate to the child's main school file.

At the point of transfer to another school, child protection records should be transferred, securely and directly from DSL to DSL, separate to the child's main school file. School should ensure a record of posting is maintained and that the receiving school records receipt of documents

The main school file should have a 'flag' which shows that additional information is held by the DSL.