CHILD PROTECTION AND SAFEGUARDING POLICY

Date of last review: December 2019

It is the responsibility of the Governing Body or its equivalent to ensure that the school has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with Local Authority guidance and/or locally agreed inter-agency procedures approved by the Local Safeguarding Partnership.

- Safeguarding arrangements are set out in keeping-children-safe-in-education--2019
  which prompts Governing Bodies to review their Child Protection and Safeguarding Policy annually

- This Child Protection and Safeguarding Policy has been developed to help schools review their current policy and procedures, however it is not necessary for schools to adopt this template as long as the procedures adopted are in line with the safeguarding partnership's recommended practice

- **Schools must always consult with the Designated Officer in the event of an allegation being made against a member of staff**

  lado@northumberland.gov.uk tel: 01670 623979

- **For further advice please contact:**

Carol Leckie
Team Manager (Schools' Safeguarding Team)
Carol.Leckie@northumberland.gov.uk
Tel: 01670 622720

CHILD PROTECTION AND SAFEGUARDING POLICY

Date of last review: December 2019

Policy statement and principles

Seaton Delaval School First 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 behaviour/code of conduct/ GSWP
- Physical intervention and the use of reasonable force/ restraint
- Behaviour *
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- KCSiE
- Safe working practice
- Whistleblowing
- SEND*
- Missing children
- Sick Children
- Uncollected Children
- Recruitment and selection (this document will reference your single central record which is statutory*)
- Managing allegations
- Staff discipline, grievance and disciplinary*
- Student Checks
- Acceptable Use Policy
- Confidentiality and information sharing
- Children Missing Education
- Relationships & Sex education*
- Complaints procedure*
- PREVENT/ Radicalisation and Extremism
- Please see Safeguarding File 1 and Safeguarding File 2 for many other related policies and procedures adopted by Seaton Delaval First School

* these policies are statutory

Ofsted inspectors will consider how well leaders and managers have created a culture of vigilance where children's and learners' welfare are promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer harm. Inspectors will evaluate how well statutory and other responsibilities are met and how well staff exercise their professional judgement in keeping children and learners safe. This policy contributes to the setting's commitment to all local and national requirements.
Ofsted inspecting-safeguarding 2019

This policy is available on the school website and is included in the staff handbook/electronically, volunteers' handbook and made available to all visitors

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- to maintain an attitude of "it could happen here"
- 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 pupils. 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 Seaton Delaval First School pupils are taught about safeguarding, including online, through various teaching and learning opportunities and 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.

The procedures contained in 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
- Pupils 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 pupils, parents and other partners
- To contribute to the school's safeguarding portfolio
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

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

Child includes everyone under the age of 18.

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 2019,** 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 pupil referral units.

- All staff must read, and **evidence** that they understand the content of Part One of this guidance and have all been issued with a copy. A record to confirm this is held in the staff file in the Office,

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and copies are available from the school office

Due to their day-to-day contact with pupils, 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

Key personnel

The designated safeguarding lead (DSL) for child protection is MR O W FLITCROFT

Contact details: tel: 0191 237 1239

The deputy designated person(s) is/are MRS A BROWN [DEPUTY HEADTEACHER]

Contact details: email: tel: 0191 237 1239

The nominated child protection governor is MRS M RICHARDS [CHAIR OF GOVERNORS]

Contact details: email: tel: 0191 237 1239

The head teacher is MR OW FLITCROFT

Contact details: tel: 0191 237 1239

The Designated Safeguarding Lead:

- 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.
  In Northumberland the expectation is that the DSL attends a half day refresher, facilitated by the LA every two years and on the alternate year they attend safeguarding training relevant to their school and local context, supporting their professional development and delivered by suitably qualified providers. The DSL at Ringway are Mrs H Scott and Mrs L Robson.
- 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 training courses (all available through Learning Together http://ncc.learningpool.com/)and the latest policies and procedures on safeguarding
- has an understanding of locally agreed processes for providing early help and

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

- keeps detailed written records of all concerns, ensuring that such records are stored securely but kept separate from, the pupil'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 pupil leaves the school, their child protection file is sent securely to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil'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 concerns that a pupil 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 2019.
- 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 should not be delegated.

The deputy designated person(s):
Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

If the DSL (or deputy) are not available, staff should contact a member of the 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

The governing body:
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
- has a staff behaviour policy and 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 pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body 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 governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and NSCB and national guidance.

An annual audit will be submitted, as required, to the local authority, including an action plan. Any weaknesses will be rectified without delay.

The head teacher:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- 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 pupils 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 pupils 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 taken into account when determining action to be taken or services to be provided
- contacts the 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.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being an active listener
- being alert to changes in pupils' 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 pupil'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 pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils 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 pupil'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 pupils and communication with pupils, including on social media.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils 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 pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Staff Behaviour Policy/Code of Conduct sets out our expectations of

staff.

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.

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

- displaying early signs of abuse and/or neglect
- 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 are encouraged to talk, and 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 which equip children with the skills they need to stay safe from abuse, develop resilience and that they know to whom to turn for help
- 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 pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- responding sympathetically to any request from pupils 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 pupil, 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 pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the headteacher and governors. An explanation of the complaints procedure is available in school, staff folders or on the website.
Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

Whistle blowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil 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 code , available in school, staff folders on the 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 head teacher. Complaints about the head teacher/principal should be reported to the chair of governors

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 against staff

When an allegation is made against a member of staff, set procedures must be followed. 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 pupils 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 full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)* and in the school's Managing Allegations policy and procedures.

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 behaviour policy, reporting and recording arrangements, and details for the DSL.
All staff, including the head teacher (unless the head teacher is the DSL) and governors will receive training that is regularly updated. The NSSP recommends staff receive annual updates and a detailed programme (either online or face to face) at least every three years.
The DSL (and deputies) will receive annual safeguarding training, with subjects to reflect local and national priorities and including a refresher session on their roles and responsibilities every two years.

All staff sign to confirm they have received a copy of the child protection and safeguarding policy and staff behaviour policy/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 staff folder, which will be made available to them on their arrival

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 (2019) and the school's Staff Recruitment procedures in school office.

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.

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 (2019) part three.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. 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.

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.

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 pupils 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 pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

E-Safety

Our pupils 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.
Pupils 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 at school or on line explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils 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 staff receive e-safety training and the school's e-safety coordinator is MR FLITCROFT.

The school consider e-safety as a priority and included in this is how we manage pupils' use of their own electronic devices on the school site, and in particular mobile phones. When pupils use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, we as a school allow pupils to bring their mobile to school and leave it in the school office where they are locked away until the end of the day. (see Use of Mobile Device Policy)

Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation

Schools guidance to staff is found in the staff code of conduct policy. Staff handbags are kept out of sight, mobile phones are to be used during break times, lunch times or at the discretion of the Headteacher (special circumstances.) School has a mobile

phone for staff to take on visits, trips and residentials.

Child protection procedures

Recognising abuse

To ensure that our pupils 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 and neglect

Details of the definitions of the 4 types of abuse are included as Appendix A

Detailed below are a number of specific categories where there is evidence of increased vulnerability, and all school staff understand the need to be particularly vigilant, taking advice from the DSL if they believe they identify a child who may need extra support or referred to an external agency

a) Children Missing Education

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 have 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#childrennotinschool

b) 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

c) 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 home school agreement on joining the school and the subject of bullying is addressed at regular intervals in PSHE 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.

d) 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

e) Children with sexually harmful behaviour

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.

f) 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 PSHE and Relationship and Sex Education 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.

http://northumberlandlscb.proceduresonline.com/chapters/p_safeguarding_ex.html

g) 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 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

http://northumberlandlscb.proceduresonline.com/chapters/p_ch_affected_gang_act.html?zoom_highlight=county+lines

h) 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

http://northumberlandlscb.proceduresonline.com/chapters/p_fem_gen_mut.html

i) 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

http://northumberlandlscb.proceduresonline.com/chapters/p_force_marr.html

j) 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).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

See Appendix A for further details

http://northumberlandlscb.proceduresonline.com/chapters/p_safeg_viol.html

k) 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.

http://northumberlandlscb.proceduresonline.com/chapters/p_childrn_away.html

l) Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves as *peer on peer abuse.* This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence, gender based violence, initiation- type violence and rituals and sexting. Abuse is abuse and should never be tolerated or passed off as 'banter' or part of growing up. Different gender issues can be prevalent when dealing with peer on peer abuse and this must always be considered when cases are reviewed.

At our school we believe that all children have the right to attend school and learn in

a safe environment. Children 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

http://northumberlandlscb.proceduresonline.com/chapters/p_abuse_child_yp.html

In cases of 'sexting' we will follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCISS) published in August 2017: 'Sexting in Schools and Colleges, responding to incidents and safeguarding young people

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

m) 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 parent is also a form of domestic violence and as such will seek advice from the DSL when they are made aware of such incidents

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 i

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.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "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, 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
- a written record is completed and kept in a safe locked cupboard [Yellow Folder]
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed or their patterns of attendance may have altered. In these circumstances, staff will try to give the pupil 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 pupil if they are OK or if they can help in any way.

Staff should use the cause for concern form **[Yellow Folder]** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which 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

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened 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 pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil 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 pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this
- at an appropriate time tell the pupil 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 pupil what will happen next. The pupil may agree to go to see the designated senior person. 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 the **record of concern form** and hand it to the designated person
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with 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 pupil **is suffering or is at risk of suffering significant harm.**
- The pupil (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 pupil 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 designated senior person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have 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 (2019)* 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.
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.

Record of concern forms and other written information will be stored in a locked 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 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 pupil'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 pupil 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 pupil or parent to see child protection records, they will refer the request to the head teacher or DSL

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request, and is available to read in the safeguarding file and on the website

The child's wishes.
Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account 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 designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil'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 pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2019)*

Our designated safeguarding lead who has responsibility for Child Protection issues is/are:

(Name and role designation)……Mr O W FLITCROFT.. Headteacher

Last trained…01.05.2018/ BOOKED 21.01.2020

Deputising arrangements

(Name and role designation)…Mrs A BROWN… Deputy Headteacher

Last trained…12.09.2019

Lead governor for Safeguarding

(Name and role designation)……Mrs MARGARET RICHARD …CHAIR OF GOVERNORS Last trained…21.10.2019

Last trained E-Safety

Our E-Safety Coordinator is: Mr O W FLITCROFT .. Headteacher (name and designation) [Last trained October 2018]

Safer Recruitment and Selection online training

One member of the selection panel for staff appointments must have completed either on-line or face-to-face safer recruitment training

Currently the following people are trained

Mr O W FLITCROFT .. Headteacher …(name and designation)

(date completed)……January 2017

This policy was ratified on December 2019 and will be reviewed on ……December 2020.

Signed by the Head teacher and Chair of Governors

Mrs M Richards

Mr OWFlitcroft

APPENDICES

APPENDIX A	**Definitions of Abuse and other harmful behaviour**
APPENDIX B	**LA and NSCB contacts**
APPENDIX C	**School Paperwork for recording & reporting concerns**
APPENDIX D	**Suggested NSCB flowchart for raising safeguarding concerns about a child**
APPENDIX E	**Standards for effective child protection practice in schools**
APPENDIX F	**Frequently asked questions**
APPENDIX G	**Children who go missing from education**
APPENDIX H	**Dealing with indecent or potentially illegal images of children**
APPENDIX I	**Dealing with allegations against people who work with children**
APPENDIX J	**School child protection files – a guide to good practi**

APPENDIX A

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, with details provided in Appendix 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.

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 fmu@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

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 LSCB 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	**If this is a new contact then please ring:-** **OneCall: 01670 536400** **The online referral form is available at** **online referral form**
Allegations against people working with children	Adam Hall (DO) 01670 623979
Queries in relation to the model CP policy for schools or related guidance	Carol Leckie 01670 622720
HR advice for schools	Wendy Stewart 01670 623126
MAPPA – Risk Management re individuals who may pose a risk to children	Patrick Boyle 01670 624035
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker 01670 622734 Or Carol Leckie 01670 622720

Appendix C - School Paperwork for recording concerns – to be added

Seaton Delaval First School

SAFEGUARDING RECORD 2019-2020

Class teacher's record of all incidences of poor behaviour (B), bullying (Y), racial harassment (R) and child protection (C).

CLASS: YEAR GROUP: ACADEMIC YEAR: 2019-20 CLASS TEACHER:

Date and time	Code	Child's full name	Happening (include times, a full description and pupils' full names)	Action taken by adult (must be signed) then given to HT/ DHT to counter-sign

Appendix D - Flow chart for raising safeguarding concerns about a child *

Designated Safeguarding Lead(s):

Link Governor:

Concern put in writing on a Safeguarding concern form

Hand concern form to:

The local authority Designated Officer for concerns about adults is:

Adam Hall (DO) 01670 623979

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care

Monitor

Discuss

Refer

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Once discussed with parents Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

Refer

Designated Safeguarding Lead discusses decision with a senior teacher or the head and agree to refer to social care

Record

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

If this is a new contact then please ring **OneCall 01670 536400** or send a written referral to: childrenstriage@northumberland.gov.uk

*The procedures noted in the chart above are those to be implemented when dealing with a 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.

APPENDIX E 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 (Refer to School inspection handbook S5 & S8 September 2019 : and Ofsted 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 F - Frequently Asked Questions

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

- *Tell the designated member of staff or head teacher.*
- *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*
- ***To respond** appropriately to a child*
- ***To report** to the Designated Safeguarding Lead or directly to Social Care if that is not possible*
- ***To record** your concerns, using your schools agreed paperwork*
- ***Don't do nothing***

Can I go to 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 your school's agreed paperwork and make sure you date and sign the record*

Appendix G - Children Missing Education

Northumberland Safeguarding Board procedures

http://northumberlandlscb.proceduresonline.com/chapters/p_child_miss_edu.html

National Guidance

https://www.gov.uk/government/publications/children-missing-education

Appendix H - E-safety Social Media Guidance

Northumberland Safeguarding Board Procedures can be found at the following lnk - http://northumberlandlscb.proceduresonline.com/pdfs/esafety_social_media.pdf

Appendix I Dealing with allegations against people who work with children

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 Governors 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 **Adam Hall.**

Adam.Hall01@northumberland.gov.uk

01670 623979

A copy of the updated DO flowchart should be added to your policy and displayed in school. it can be found using the following link

https://www.northumberland.gov.uk/Children/Safeguarding/Safeguarding-children-information-for-professional.aspx#designatedofficerpreviouslylado

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 safeguarding concerns raised with the DSL (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the designated person (eg talking to child individually, contacting parents, taking advice from other professionals etc). 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