

The Good Shepherd Multi Academy Trust

**Whitfield C of E Primary School
Child Protection Policy and
Procedures**

January 2018



**The Good Shepherd
Multi Academy Trust**

Values

Every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

Trust Designated Safeguarding Director: Michael Mill

Deputy Designated Safeguarding Director: Patrick Freeman

Each academy to complete and return to the Trust.

Academy Designated Safeguarding Lead: Katherine Ayre/ Rob Blake

Deputy Academy Designated Safeguarding Lead: Elizabeth Pearson

Designated Teacher for Looked After Children (required where there are 'children looked after' on the School roll): Katherine Ayre

Child protection filing cabinet is located at: On Admin computers - CPOMS

Name of Academy Whitfield C of E Primary School

Signed Headteacher

Chair of Local Governing
Body

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Appendix A	-	Referenced Statutory and Non-Statutory Guidance
Appendix B	-	Child Disclosure/Concern Record (including Body Map)
Appendix C	-	Actions where there are concerns about a child
Appendix D	-	Cumbria SCB Summary of Allegations Management Procedures Flowchart
Appendix E	-	Flowchart of When and How to Share Information

1. Definitions

For the purposes of this document a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any manager with the equivalent responsibility for children.

2. Mission Statement

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3. Introduction

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

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

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. It is our aim to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy and grow in confidence.

This Child Protection Policy must be read in conjunction with the **Trust Overarching Safeguarding Statement** (where this is in place) and other Trust and school policies (see Section 7).

4. **Ethos**

In our Trust the health, safety and well-being of all our children is of paramount importance to all the adults who work or volunteer here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

The Trust regards Child Protection as an essential task of **all** its staff, Local Governing Body members and visitors/volunteers who come into school. We are committed to protecting children and safeguarding pupils in school.

The use of circle time and collective worship times help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. Each academy will have their own strategies and practices which will be dependent upon the age and abilities of the children or young people in school.

Our academies will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. They will provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. The PSHE (Personal, Social, Health and Economic Education) Curriculum and where relevant, Sex and Relationship Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

The Trust recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected. Our academies provide suitable support and guidance so that pupils have a range of appropriate adults to approach if they are worried or in difficulty. We will encourage them to talk openly and enable them to feel confident that they will be listened to.

The Trust is also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training and recreation);
- Make a positive contribution to the school community and general society;
- Achieve social and economic well-being.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

“Proprietors of Independent schools (including Academies) shall have arrangements to safeguard and promote the welfare of pupils at the school and have regard to any guidance issued by the Secretary of State” – Schedule to the Education (Independent Schools Standards) (England) Regulations 2010 (as amended).

5. Aims

There are three main aims to our Child Protection Policy:

- Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for students and school staff and for children who may have been or are being abused.

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity'
- ensuring all staff and volunteers are aware of and follow the DfE statutory guidance 'Keeping Children Safe in Education' (September 2016)
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole School behaviour Policy for details);
- raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems;
- ensuring that staff have the skills, knowledge and understanding necessary to support 'children looked after' and to keep them safe;
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and student's physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met; (**EYFS ONLY** – In relation to ratios for the Early Years and Foundation Stage, we follow the statutory guidance in the DfE revised Statutory Framework for the Early Years Foundation Stage (2014).
- maintaining robust records, policies and procedures.

6. Entitlement

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Every child in our schools, regardless of their background or home circumstances could be the victim of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Every child in our schools will also develop the

skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe, and who to ask for help if their safety is threatened.

We have and implement a Single Equality Scheme (SES) with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as 'carers' and children looked after. Our SES *includes* takes account of the whole school community but specifically for children, how the individual needs of all children will be met (including how those children who are disabled or have special educational needs will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator; arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

7. Implementation and review

This policy and supporting procedures apply to all who come into contact with children in our Trust schools, including: teachers, supply teachers, learning support staff, teaching assistants, midday supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors.

This policy should be read in conjunction with other related school policies including:

- Overarching Safeguarding Statement
- Health and Safety Policy
- Online Safety Policy
- Whole School Behaviour Policy and procedures for preventing and dealing with bullying (including cyber-bullying and the potential for radicalisation) and racism, drug misuse, positive handling, support and physical intervention etc.
- Sex Education Policy
- Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures
- School Single Central Record (restricted access)
- Single Equality Scheme/Objectives
- Accessibility Plan
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy and procedures
- Special Educational Needs Policy/Information Report
- Intimate Care procedures
- Educational Visits procedures (including procedures for assessing risks)
- First Aid and Accident procedures
- Attendance procedures
- Missing Child procedures
- Guidance on the Use of Photographic Images
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal inspections and Buildings Register)
- Lettings arrangements

and DfE, Ofsted and Cumbria SCB guidance as outlined in Appendix A.

This Policy will be reviewed annually (as a minimum) and more often should legislation or statutory guidance change.

PROCEDURES

8. **Roles and Responsibilities**

All Local Governing Body members and staff have a shared responsibility to safeguard children. However, there are certain designated persons in school with more specific roles and responsibilities:

8.1 **The Role of the Designated Safeguarding Director**

The Designated Safeguarding Director provides an overview of issues within schools and liaises with schools and provides support where appropriate. They will receive details of each incident that is referred to the Cumbria Safeguarding Hub on a termly basis Hub or to the DO immediately.

8.2 **The Role of the Designated Safeguarding Lead (DSL)**

Each school must have a member of the senior leadership team designated by the Local Governing Body as the Safeguarding Lead who will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as children's social care – **SEE ABOVE**. The role of the Designated Safeguarding Lead is explicit in the role-holder's job description.

During term time the DSL and/or a deputy will always be available (during school/college hours) for staff in the school/college to discuss any safeguarding concerns.

There will always be cover for this role and the deputy DSL's will be trained to the same standard as the DSL the Deputy Designated Safeguarding Lead is **LISTED ABOVE**.

The Designated Safeguarding Lead will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training.

Liaison and Referrals: The Designated Safeguarding Lead will

- liaise with local statutory children's services agencies and the LSCB;
- refer all cases of suspected abuse or allegations to Cumbria Safeguarding Hub (see Section 9 for contact and referral details);
- support staff who make referrals to the Local Authority Safeguarding Hub;
- where required to do so, liaise with the "Case Manager" and Local Authority Designated Officer (DO) in cases of allegations against a member of staff or other adult;
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not voluntarily left the school/setting;
- refer to the Police cases where a crime may have been committed;
- *refer concerns about pupils who may have disappeared or whose transfer has raised concerns to Children's Services CME Officer;*
- *ensure that an indication of further record-keeping is marked on the pupil records;*
- *ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary;*
- *ensure that any child currently on Child protection Plan who is absent without explanation for two days is referred to their key worker's Social Care Team;*
- understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- refer cases, as required, to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme;
- inform Ofsted of any allegations of serious harm or abuse by any person working with a

child (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and notify Ofsted of the action taken in respect of the allegations – settings on the Early Years register ONLY;

- liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise within school when deciding to make a referral using the;
Northumberland First Contact referral system : 01670 536400
childrenstriage@northumberland.gov.uk
- liaise with the Executive Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Training: The Designated Safeguarding Lead will:

Receive appropriate training updated every two years in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help/CAF Assessments;
- have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff and volunteers/students;
- be alert to the specific needs of children in need, including those with special educational needs and young carers;
- be able to keep detailed, accurate and secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school or college may put in place to protect them.

Raising Awareness: The Designated Safeguarding Lead will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting's child protection procedures and are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2016 (available as a separate 16 page document), DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Cumbria SCB Summary of Allegations Management Procedures Flow Chart (Appendix D);
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse and neglect;
- ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body or proprietor(s) regarding this;
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- link with the LSCB to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- where children leave the school or college, ensure their Child Protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Supporting Pupils at Risk:

Our Trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of the children at risk.

We will endeavour to support pupils through:

- a curriculum which encourages self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment where everyone is valued;
- the implementation of a shared behaviour policy;
- a consistent approach which supports all children;
- regular liaison with other professionals and agencies who support the pupils and their families;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

8.3 The Role of the Headteacher

It is the responsibility of the Headteacher to:

- ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally in the setting;
- ensure sufficient resources and time is allocated to enable the Designated Safeguarding Lead (where this is not one and the same person) and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing procedures.

8.4 The Role of the Local Governing Body

Each school has a nominated Local Governing Body member who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Headteacher. In the event of allegations of abuse being made against the Headteacher an allegation should be reported directly to the designated officer(s) and the Trust's designated safeguarding director should be informed.

The Local Governing Body is accountable to the Trust for ensuring their establishment:

- has a senior board level (or equivalent) lead to take leadership responsibility for the setting's safeguarding arrangements with the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the Trust and working with other agencies;
- has appointed an appropriate senior member of staff, from the school leadership team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The DSL will take lead responsibility for safeguarding and child protection. This responsibility is explicit in the role-holder's job description;
- contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children', March 2015 and HM Government 'Information sharing: Advice for

practitioners providing safeguarding services to children, young people, parents and carers;;

- provides a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children subject to child protection plans;
- has effective policies and procedures in place for child protection and staff behaviour (part of the Whole School Behaviour Policy and the staff code of conduct and Online Safety) which are provided to staff and appropriate volunteers on induction;
- has safeguarding arrangements which take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the LSCB;
- has a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- prevents people who pose a risk of harm from working with children (either paid or unpaid) by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised;
- adheres to the Trust Safer recruitment policies;
- has at least one person on any appointment panel who has undertaken safer recruitment training;
- has procedures for dealing with allegations against members of staff and volunteers that comply with DfE statutory guidance 'Keeping Children Safe in Education', LSCB, LA and locally agreed inter-agency procedures;
- has procedures for dealing with allegations against other children (peer on peer abuse). This will generally be in accordance with the school behaviour policy in the first instance, other more serious allegations will be dealt with following advice from the Northumberland LSCB
- has a member of the leadership team who is designated to take lead responsibility for safeguarding with the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with other agencies;
- has appointed a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training – **SEE ABOVE**;
- ensures that staff have the skills, knowledge and understanding necessary to keep 'children looked after' safe and have the information they need in relation to a child's 'looked after' legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- operates the Trust whistle blowing procedure and will remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to its attention without delay;
- has appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- ensures staff members do not promise confidentiality to the child and always act in the interests of the child;

- has an annual child protection item on the Local Governing Body agenda;
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis.

8.5 The Role of the Designated Teacher for Children Looked After

The Designated Teacher has lead responsibility for helping school staff understand the things which affect how children looked after learn and achieve in line with the DfES Role and Responsibilities of the Designated Teacher for Looked After Children (2009) [Click here to access](#).

The Designated Teacher will:

- promote a culture of high expectations and aspirations for how children looked after learn;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children making full use of Assessment for Learning;
- make sure that children looked after are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

8.6 The Role of Teachers

Teachers, including the Headteacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2012.

8.7 The Role of the School Counsellor

Ensuring confidentiality between the child or young person and counsellor is crucial to the success of the relationship and the outcomes of counselling. A frequent concern raised by children and young people who have not experienced counselling services is that others will be informed about what has been discussed in sessions. While counsellors are used to working within confidentiality codes, they will be aware that there is no such thing as absolute confidentiality when working with and children and young people. Child protection concerns and the welfare of children and young people will, at times, need to take precedence over confidentiality.

Counsellors should discuss difficult decisions about disclosures with their clinical supervisor and line manager and, if appropriate, the Designated Safeguarding Lead within the school. Where they think anyone is at risk of significant harm they should report this to the Designated Safeguarding Lead.

8.8 The Role of ALL Staff

- All school staff have a responsibility to provide a safe environment in which children can learn.
- All staff should know what to do if a child tells them he/she is being abused or neglected.
- All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

- All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff should be aware of the process for making referrals to children's social care and of the role they might be expected to play in assessments following that referral.
- All staff have a responsibility to read and properly understand 'Keeping Children Safe in Education Information for All School and College staff', DfE guidance 'What to do if you're worried a child is being abused', the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.
- If a staff member has any concerns about a child there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to Children's Social Care. If a referral is made by a member of staff, they should inform the DSL as soon as possible.
- If at any point there is a risk of immediate serious harm to a child a referral will be made to– **Northumberland First Contact referral system : 01670 536400**
childrenstriage@northumberland.gov.uk **anybody can make a referral**

8.9 The Role of the Trust

As the body accountable to the Secretary of State for the performance of the school it is important that the Trust is kept informed of relevant safeguarding issues.

An overview will be presented to Trust Directors on a regular basis and where deemed necessary the Trust will follow-up any concerns and issues through the lead Director

In most cases it will be the Trust's responsibility to suspend or dismiss the Headteacher.

9. Attendance at Child Protection Conferences

The Designated Safeguarding Lead or their 'cover' will be expected to attend the initial Child Protection Conference and provide a written report.

If a child is made the subject of a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around child protection issues by the Designated Safeguarding Lead.

10. Pupils with SEN/Disabilities

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionally impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

11. Recognising types of abuse and neglect and significant harm

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

All staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Some children may be at increased risk of neglect and/or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, our schools will give special consideration and attention to children who are:

- *living in a known domestic abuse situation;*
- *affected by known parental substance misuse;*
- *at risk of fabricated or induced illness;*
- *asylum seekers;*
- *living away from home;*
- *vulnerable to being bullied, or engaging in bullying;*
- *living in temporary accommodation;*
- *living transient lifestyles;*
- *living in chaotic, neglectful and unsupportive home situations;*
- *vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;*
- *involved directly or indirectly in prostitution or child trafficking;*
- *do not have English as a first language.*

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

11.1 Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

11.2 Physical Abuse

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

11.3 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include 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 – for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children to frequently 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.

For more information, see our procedures for preventing and dealing with bullying within the **Whole School Behaviour Policy**.

11.4 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

11.5 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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.

11.6 Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](https://www.tes.com) and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website.

All staff have an awareness of safeguarding issues – some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. .

The DfE statutory guidance 'Keeping Children Safe in Education' provides additional information on the following:

Child Sexual Exploitation (CSE) – all suspected cases of CSE will be referred to the ***Northumberland First Contact referral system : 01670 53640***
childrenstriage@northumberland.gov.uk

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent CSE.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are that the child:

- may become especially secretive and stop engaging with their usual friends;

- may be associating with, or develop a sexual relationship with older boyfriends or girlfriends or with other young people involved in exploitation;
- may go missing from home or care – and be defensive about their location and activities, often returning home late or staying out all night;
- may be missing school;
- may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery;
- may suffer from changes in emotional well-being;
- may misuse drugs and alcohol;
- may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste;
- may look tired and/or unwell, sleeping during the day;
- may suffer from sexually transmitted infections or become pregnant;
- may have marks or scars on their body which they try to conceal;
- may adopt new 'street language' or respond to a new 'street' name.

Sexting – All incidents involving youth produced sexual imagery (sexting) will be responded to in line with this Policy and procedures.

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and sexting will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the document 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UK Council for Child Internet Safety – [click here to access](#)) a copy of which is held in the School Office.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school's attention the following steps will be taken:

STEP 1: Disclosure by a child

Sexting disclosures will follow our normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to the First Contact Team. In all cases, the DSL will be informed as soon as possible.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Does the child know where the image has ended up?

STEP 2: Searching a device – what are the rules?

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. The device will not be searched if this will cause additional stress to the child whose image has been distributed. Where a decision is taken to search the device, the following conditions will apply:

- The search will be conducted by the Head teacher or a person authorised by them. No other member of staff will search a device
- The DSL or a deputy will be present
- The search will be conducted by a member of the same sex
- A record will be kept of the incident

We will never:

- search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the young person UNLESS there is clear evidence to suggest that there is an immediate problem
- print out any material for evidence
- move any material from one storage device to another

If there is an indecent image of a child on a website or social networking site, the image will be reported to the site hosting it. In this event, we will follow the reporting procedures on the respective website. However, in the case of a sexting incident involving a young person where it is felt that they may be at risk of abuse, we will report the incident directly to CEOP (www.ceop.police.uk/ceop-report). This organisation can then expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

STEP 3 - What we will or will not do with the image.

If the image has been shared across a personal mobile device, we will confiscate and secure the device(s).

We will never:

- view the image unless there is a clear reason to do so (see above)
- send, share, copy or save the image anywhere
- allow children to do any of the above

If the image has been shared across a school network, a website or a social network we will block the network to all users and isolate the image.

STEP 4 - Who will deal with the incident?

Whoever the initial disclosure is made to will inform the DSL or deputy DSL as soon as possible. The DSL will record the incident using the school's Concern Record Form. There may be instances where the image needs to be viewed and this will be done in accordance with the information outlined above. Acting in the **best interests** of the child will always come first.

STEP 5 - Deciding on a response

There may be a multitude of reasons why a child has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion. It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school, we will ensure that incidents are consistently recorded. It may also be necessary to assist the child in removing the image from a website or elsewhere.

We will always:

- store the device securely;

- carry out a risk assessment in relation to the child;
- inform the parents about the incident and how it is being managed unless there is good reason to believe that involving parents would put the child at risk of harm;
- contact the police (if appropriate);
- put the necessary safeguards in place for the child, e.g. they may need counselling support or immediate protection.

STEP 6 - Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consideration will be given to contacting and/or making a referral to the Northumberland First Contact referral system : 01670 536400 childrenstriage@northumberland.gov.uk. Depending on the nature of the incident and the response, we may also consider contacting the Police or referring the incident to CEOP. www.ceop.police.uk

‘Honour based’ violence (HBV) – Honour based violence includes 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 motivation) and will be handled and escalated as such.

From October 2015, teachers (described in the legislation as those persons employed or engaged to carry out teaching work at schools and other institutions in England) have been under a mandatory duty to 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 still consider and discuss any such case with the School’s DSL and involve Northumberland First Contact referral system : 01670 536400 as appropriate. Reference should also be made to the HM Government Multi agency statutory guidance on female genital mutilation, April 2016.

Preventing Radicalisation – Protecting children from the risks of radicalisation and extremism is seen as part of the Trust’s school’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. From July 2015, schools are under a statutory duty to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent duty.

Schools must be aware of and understand when it is appropriate to make a referral to the Channel programme and will adhere to the Trust policy statement relating to the Prevent strategy.

Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – schools will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Working in Partnership –schools will ensure that our procedures take into account the policies and procedures of Northumberland LSCB.
- Staff training – schools will ensure that staff have access to Prevent awareness training in order to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- E-Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the e-Safety Policy.
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Children Missing from Education – A child going missing from education is a potential indicator of abuse or neglect. Each school will have appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in future.

It is each school's responsibility to inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

12. What School Staff should do if they have concerns about a Child

Refer also to Section 9.

If staff members have concerns about a child they should raise these with the Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members (Refer to Whistleblowing Procedures at Section 20). All staff are required to report any concerns. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

The Safeguarding Lead will decide whether to make a referral to Northumberland LSCB (refer to Sections 9 and 19), but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Northumberland First Contact referral system : 01670 536400 directly. Alternatively, the NSPCC have a whistleblowing advice line for professionals who have concerns over how child protection issues are being handled in either their or another organisation.

<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help/CAF Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Northumberland First Contact referral system immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Refer to the 'Action' flowchart on page 10 of 'Keeping Children Safe in Education', September 2016 which is replicated at Appendix C.

13. Induction and Training

All school-based staff including the Headteacher (where he/she is not the Designated Safeguarding Lead) are required to undertake an appropriate level of safeguarding and child protection training at induction. This training will be updated regularly. We will train all staff to understand the Overarching Safeguarding Statement and this Child Protection Policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. We will train all staff and volunteers (where appropriate) to understand the Overarching Safeguarding Statement and this Child Protection Policy and procedures, and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings/briefings etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Appropriate training and regular updates will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- suspected neglect or abuse outside the setting, for example in the young person's home;
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with disclosures from children;
- whistle blowing procedures as they refer specifically to Child Protection;
- emergency evacuation procedures;
- the school Single Equality Information/Objectives; and
- general health, safety and welfare issues.

Training is organised by the Designated Safeguarding Lead in line with LSCB guidance.

All staff have undertaken whole school Safeguarding Training which will be refreshed every three years and updated on a regular basis by the DSL or other external source.

All staff and volunteers working in 'Regulated Activity' are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2016 (available as a separate 16 page document), DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Cumbria LSCB Summary of Allegations Management Procedures Flow Chart the school's Child Protection Policy and the School Code of Conduct for staff and other adults

We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We will support our staff to improve their qualification levels wherever possible.

The nominated Local Governing Body member will receive safeguarding training from a strategic perspective which will be updated regularly, to be disseminated to the rest of the Local Governing Body.

The school leadership team will ensure the Designated Safeguarding Lead and the Deputy DSL attend the required safeguarding training when they first take up the role which will

provide them with the knowledge and skills required to carry out the role effectively. The training will be updated every two years. In addition to formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role..

Both the Designated Safeguarding Lead and the Deputy for this role have attended the required level of training as stated by the Northumberland LSCB and this will be updated in line with recommended good practice.

The Designated Safeguarding Lead will ensure that all new staff, volunteers and other adults are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistle blowing. This will also be a regular agenda item at staff and departmental meetings.

In line with Part three of the DfE statutory guidance 'Keeping Children Safe in Education' July 2015, the Local Governing Body and the Trust will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. Each school has written recruitment and selection policies and procedures in place for staff which will reflect the Trust's over-arching HR policies with regard to pay policy. In line with the School Staffing (England) Regulations 2009 the Local Governing Body **must** ensure that at least one person on any appointment panel has undertaken safer recruitment training.

The Designated Safeguarding Lead and Headteacher (if not one and the same) will provide an annual report to the Local Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

14. Record Keeping

Staff will record any welfare concern that they have about a child on a Child Disclosure/Concern Record (Appendix B), with a body map where injuries have been observed to be passed to the Designated Safeguarding Lead. Records must be completed as soon as possible after the incident/event and must be signed and dated – See Section 9.

Staff must be aware that their records might have to be used as evidence in court, and must therefore be mindful of the need to distinguish fact from opinion. However, staff must not attempt to investigate a situation themselves. Records will be recorded on the CPOMS system of recording.

Child protection records are kept centrally and securely by the Designated Safeguarding Lead and are shared on a 'need to know' basis only. They will be held separate from the child's curriculum file. A chronology must be recorded in the file with the final entry being the date the child left the school or the date the file was transferred to a receiving school.

The Headteacher will be kept informed of any significant issues by the Designated Safeguarding Lead) unless they are the same person).

When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new Designated Safeguarding Lead or Headteacher. Confidential files which have to be posted (e.g. for out of County moves) should be marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

15. **Allegations against Members of Staff or Volunteers**

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the LSCB website and Part four of 'Keeping Children Safe in Education' – Allegations of abuse made against teachers and other staff.

Northumberland LSCB has produced a Summary of Allegations Management Procedures Flowchart which can be found at

<http://www.northumberland.gov.uk/Children/Safeguarding/Safeguarding-children-information-for-professional.aspx>

. A copy of this flow chart is provided to all individuals working in school and to new starters as part of their Induction.

The member of staff to whom the allegation is reported will:

- treat the matter seriously;
- ensure that, where necessary, the child/young person receives appropriate medical attention;
- make a written record of the information using the Child's/Parent's own words, including when the alleged incident took place; who was present; and what happened;
- sign and date the written record;
- report the matter immediately to the Head teacher or deputy in his/her absence. Where the Head teacher is the subject of an allegation, the allegation will be reported to the Chair of Governors. In all instances, the most senior person will be the allocated the role of 'Case Manager'. Confidentiality must be maintained at all times.

Initial Action by the Case Manager

The Case Manager will immediately discuss the allegation with the Local authority appointed Designated Officer (DO- Adam Hall 01670 623979) and within **1 working day**. The purpose of an initial discussion is for the DO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action. To inform the initial course of action, the following may be required:

- written details of the allegation, signed and dated by the person receiving the allegation;
- any other information and names of any potential witnesses;
- a chronology of significant events;
- information already known about those involved, including previous history, other allegations made by the child or family and the individual's current contact with children;
- checks on any historic incident(s) or log books;

There may be situations when the Case Manager will want to involve the Police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Case Manager should discuss the allegations with the DO in order to help determine whether police involvement is necessary.

Please contact Adam Hall, using any of the following methods:

- Please note if you are worried that a child is at **risk of immediate harm** please contact

To speak to a DO for advice please contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call:

Phone: 01670 623979

Or you can email mail to : LADO@northumberland.gov.uk or Adam.hall01@northumberland.gov.uk

DO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm.

- In case of emergency outside of the above hours please contact **Emergency Duty Team** on **0333 240 1727**.

The Case Manager will contact the DO if the member of staff or other adult 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 s/he is unsuitable to work with children.

The Allegations procedures may also be used where concerns arise about:

- A person's behaviour in their personal life which may impact upon the safety of children to whom they owe a duty of care;
- A person's behaviour with regard to his/her own children;
- The behaviour in the private or community life of a partner, member of the family or other household member

The Case Manager will inform the accused person about the allegation as soon as possible after consulting with DO. It is extremely important that the Case Manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Case Manager will not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused.

The Case Manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or Police or Children's Social Care services need to be involved, the Case Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome (in confidence) of any disciplinary process.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. Where parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

If an allegation requiring immediate attention is received outside of normal office hours the Case Manager will consult immediately with Northumberland LSCB or local Police. They must ensure they inform the DO the next working day..

Initial Consideration by the Case Manager and DO

The DO will establish, in discussion with the Case Manager that the allegation is within the scope of the LSCB procedures and may require further investigation. There may be up to 3 strands considered as part of this consideration and the discussion will centre upon whether there is a need for:

- a police investigation because a crime has or may have been committed
- enquires and assessment by social care to determine if services or emergency actions are required
- consideration by the employer of disciplinary action in respect of the individual

If agreement is reached that the criteria for action by the police or children's services has been established, the DO will contact children's social care to ensure a formal 'strategy meeting' is set up involving children's services social care and the police. If only the last criterion is met the DO will provide advice to the Case Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the organisations procedures for discipline and conduct.

Suspension

The decision on **suspension/transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Case Manager having consulted with their HR adviser and the DO. The power to suspend will also be determined by the Local Governing Body Scheme of Delegation that is in place at the time. Suspension will never be an automatic step for staff subject to allegations; each case will be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate the allegation whilst the person is still at work. The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Case Manager.

Subsequent Actions

The detailed procedures that need to be followed after this initial consideration are available on the LSCB website. Advice and guidance is available through the LADO who has a responsibility to provide advice and monitor the case to a conclusion. The Case Manager is expected to keep the DO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the organisations disciplinary process (see above). If the staff member is suspended and/or subject to disciplinary process the Senior Manager must seek and follow HR advice and guidance to ensure that the disciplinary process is correctly applied.

Referrals must also be made to the DBS when we have concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults – See Section 31 for further details. In these circumstances we must make a referral to the DBS. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service [Click here to find out how to refer to the DBS](#)

All staff will be made aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

Providers with EYFS Registered with Ofsted separately from the School ONLY

We will inform Ofsted of any allegations of serious harm or abuse by any person working with the child (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Refer to Section 31 for details.

For more detailed guidance on how to respond to allegations against staff or volunteers, please refer to the Cumbria LSCB guidance [Click here to access](#) and Section 20 on ***Whistle blowing***.

16. Managing Allegations against other Pupils (peer on peer abuse)

In our Trust we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School's Whole School Behaviour Policy. It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. The school has a Policy which includes bullying, and sexual and racial harassment.

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

16.1 Safeguarding allegations

The Trust recognises that children are capable of abusing their peers. There are different forms of peer on peer abuse but we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a child protection allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil;
- indicates that young people outside the school may be affected by this pupil.

Examples of peer on peer abuse could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- teen dating violence

Emotional Abuse

- blackmail or extortion
- threats and intimidation and defamation
- bullying including cyberbullying, racial or sexual harassment or other imbalance of power
- hazing – any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate

- stalking

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In some situations, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

16.2 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report peer on peer abuse and the issue is discussed as part of PHSE curriculum.

16.3 Possible actions in response to an allegation against a pupil

- Staff who observe or suspect any form of peer abuse must inform the DSL as soon as possible so that further investigations can take place. When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the Designated Safeguarding Lead must be informed.
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Northumberland LSCB (see details above) to discuss the case. It is possible that Safeguarding Hub are already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Both the future needs of the victim and the alleged perpetrator will be assessed and where necessary appropriate plans and strategies put in place.
- Where neither the Safeguarding Hub nor the police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

17. Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable children or young person who is targeted. These children need adults they can trust to safeguard their welfare.

DON'T THINK WHAT IF I'M WRONG - THINK WHAT IF I'M RIGHT!

Reasons for whistle blowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing?

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- Voice concerns, suspicions or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken;
- Try to pinpoint exactly what practice is causing concern and why;
- Approach the immediate manager/ Designated Safeguarding Lead **SEE ABOVE**, or Senior Manager **SEE ABOVE**;
- If the concern is related to the Headteacher or Principal, the Chair of the Local Governing Body should be contacted or if it is felt that the issue needs to be reported to someone outside the school, contact Cumbria Safeguarding Hub or the Trust Designated Safeguarding Director **SEE ABOVE**;
- Staff should ensure they get a satisfactory response - don't let matters rest. If a staff member feels their genuine concerns are not being addressed, the issue should be referred to the Cumbria Safeguarding Hub;
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible can;
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

What happens next?

- The individual reporting the concerns will be given information on the nature and progress of any enquiries.
- The employer has a responsibility to protect individual members of staff from harassment or victimisation.

- No action will be taken against an individual if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self-reporting:

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support:

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from senior managers, HR provider and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos).

REFERENCE SHOULD ALSO BE MADE TO THE TRUST'S WHISTLEBLOWING POLICY.

18. Medicines

18.1 Staff taking Medicines/Other Substances

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for them. Medical advice will be sought if there are likely to be side effects which will impair the individual's ability to work safely with children. Staff medicine on the premises must be securely stored, and kept out of reach of children, at all times.

18.2 Supporting Pupils with Medical Conditions

Each school has and implements a Policy on Supporting Pupils with Medical Conditions. This includes systems for obtaining information about a child's medical needs and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines will not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin will only be given if prescribed by a doctor).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent. We keep a written record each time a medicine is administered to a child, and, in the case of general pain-relief, where prior consent has been obtained, inform the child's parents on the same day, or as soon as reasonably practicable.

19. Working with other Agencies

The Trust recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. Our schools will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in

discussion with parents) as appropriate. Information on the Early Help/CAF Assessment process is available via the LSCB website.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Our schools recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help/CAF Team around the Family or Team around the Child meetings.

The School Leadership Team and Designated Safeguarding Lead will work to establish strong and co-operative relationships with relevant professionals in other agencies.

20. Partnership with Parents

Our schools shares a purpose with parents to educate, keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

Schools ensure that all parents are treated with respect, dignity and courtesy. We respect their rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Each school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents. This Child Protection Policy is available on request.

21. Professional Confidentiality and Information Sharing

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the Designated Safeguarding Lead(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. Further guidance on Information Sharing can be found in the [DfE 'Information Sharing – Guidance for Safeguarding Practitioners' March 2015](#) and the 'Flowchart of When and How to Share Information' from the same document held at **Appendix E**.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Services Safeguarding Team), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the Designated Safeguarding Lead as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

22. Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and

others close to them are not safe; and how to seek advice and support when they are concerned.

Each school in our Trust will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience and any other external issues which affect their well being. Children at our schools will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

We encourage the safe use of external agencies or speakers to enrich the experiences of our pupils. Those external agencies will be positively vetted, individuals or speakers who are invited with by school staff or by the pupils themselves in order to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to the school's values and ethos.

Schools will assess the suitability and effectiveness of input from external agencies or individual to ensure that:

- any messages communicated to pupils support fundamental British Values;
- any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- activities are matched to the needs of pupils.

The Trust recognises, however, that the ethos of our schools is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

23. Supervision and Support

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the Designated Safeguarding Lead.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection, however, all concerns **MUST** be reported to the Designated Safeguarding Lead without delay.

The Designated Safeguarding Lead can put staff and parents in touch with outside agencies for professional support if they so wish.

We will put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the staff member/volunteer and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

The key functions of supervision are:

Performance Management

- Ensure that performance and practice, including safeguarding, is competent,

- accountable and soundly based in research and practice knowledge;
- Ensure that safeguarding children practice is consistent with the Cumbria Safeguarding Children Board Procedures and organisational procedures;
- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority;
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning .

Professional Development

- Ensure that professional development needs, including safeguarding practice are considered and supported.

Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

24. Safe Working Practice

Staff are required to work within clear Guidelines on Safe Working Practice, this Child Protection Policy and the Staff Behaviour Policy/Staff Code of Conduct. The latter includes amongst other things, staff/pupil relationships and communications including the use of social media.

A child may make an allegation against a member of staff or other adult in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff and other adults should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by a witness. Staff and other adults in the school are aware of the ***Whole School Behaviour Policy***, and any physical interventions must be in line with agreed policy and procedure in which appropriate training will be provided. Full advice and guidance can be found in the ***DfE Use of Reasonable Force, July 2013*** and ***Guidance for Safer Working Practice for Adults who Work with Children and Young People***.

25. Online/E-Safety, Use of Mobile Phones and Cameras

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation,; radicalisation; sexual predation – technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school/college to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. . Schools in the Trust will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs

of keeping children safe online. Detailed information can be found in the school's Online/**E-Safety Policy** which can be found in the school policy files.

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children schools will ensure that they have appropriate and reasonable filters and monitoring systems in place. These filters and systems will, in part, be informed by the risk assessment required by the 'Prevent Duty'.

Where it is suspected that a child is at risk from internet abuse, exploitation or cyber bullying we will report our concerns to the appropriate agency.

Staff are particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and must familiarise themselves with advice and professional expectations outlined in the school Code of Conduct for staff and other adults/Guidance for Safer Working Practice for those working with Children and Young People in Education Settings – October 2015 and the school's Online Safety Acceptable Internet Use Agreement.

When using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular pupils will be taught to recognise the risks attached to publishing their own images on the internet e.g. on social networking sites. Staff are allowed to take digital/video images to support educational aims, but must follow the school Policy and procedures in relation to the sharing, distribution and publication of those images.

In relation to pupils and their use of mobile technology on the school site, reference should be made to the school Policy on Online Safety which is available on request.

26. Complaints

The Trust has a **Complaints Procedure** available to parents, pupils/students and staff who wish to report concerns. This can be found in the school policy files.

All reported complaints/concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff or Volunteers**- see Section 17.

27. Safer Recruitment, Selection and Pre-employment Vetting

The Trust aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. The Trust and Local Governing Bodies will act reasonably in making decisions about the suitability of prospective employees and volunteers based on checks and evidence including: criminal record checks (DBS checks), barred list checks and, in the case of teaching staff, prohibition checks and staff suitability declaration (where relevant) together with references and interview information.

The Local Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', September 2016 and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

In line with the DfE statutory guidance the Local Governing Body will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any

checks beyond what is required; and ensuring volunteers are appropriately supervised unless they are working in 'regulated activity'. Each school has written recruitment and selection policies and procedures in place in line with Trust HR policies in particular pay pay. In line with the School Staffing (England) Regulations 2009 the Local Governing Body will ensure that at least one person on any appointment panel has undertaken safer recruitment training. It is recommended, but not statutory, that safer recruitment training is updated as necessary.

27.1 Childcare Act 2006/Childcare (Disqualification) Regulations 2009

The above legislation places separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the Regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

In order to ensure that staff working in every academy in the Trust are not disqualified from working with the relevant pupils, the Trust require that prior to appointment, an individual is required to complete a self-declaration form. In addition to seeking a declaration about their own convictions, cautions, reprimands or warnings, potential staff will be asked to declare that they are not living in the same household where another person who is disqualified lives or works (disqualification 'by association').

Further information can be found in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy.

28. Referral to the DBS

The Disclosure and Barring Service's (DBS) role is to help prevent unsuitable people from working with children and vulnerable adults.

The Trust has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. [Click here to find out how to refer to the DBS.](#)

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Northumberland LSCB website.

Where Early Years provision is registered with Ofsted independently of the Academy registration schools are required to make the following notifications:

- Ofsted of any food poisoning affecting two or more children looked after on the premises within 14 days of the incident.
- Ofsted and our local Child Protection Agency of any serious accidents, injuries or deaths which occur in relation to the childcare we provide. Notification will be made as soon as reasonably possible, and in all cases, within 14 days of the incident. The quickest and easiest way to notify Ofsted is to telephone them on 0300 123 1231.

- Ofsted of any allegations of serious harm or abuse by any person working with the child (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Schools will also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- In the event of disqualification of a person employed in early years provision, the provider must not continue to employ that person. Schools must give Ofsted the following information when relevant:
 - details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
 - the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
 - the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
 - a certified copy of the relevant order (in relation to an order or conviction).

The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date we became aware of the information or ought reasonably to have become aware of it.

Schools are required to inform the Trust Designated Safeguarding Director of all notifications to Ofsted.

29. The use of School Premises by other Organisations

Where services or activities are provided separately by another body using the school premises, the Headteacher and Local Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused. See ***School Lettings Arrangements*** for further information.

30. Safety and suitability of Premises, Environment and Equipment

Schools will ensure that premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Spaces, furniture, equipment and toys, must be safe for children to use and premises must be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including fire safety and hygiene requirements). Schools have, and implement, a ***Health and Safety Policy***, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

Schools will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. Schools must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which are in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside.

Our schools operate a strict no smoking policy – we will not allow smoking in or on the premises when children are present or about to be present – this includes the use of electronic cigarettes (E-Cigarettes).

All reasonable steps are taken to ensure staff and children in our care are not exposed to risks and are able to demonstrate how we are managing risks. Risk Assessments inform staff practice and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children will be kept safe while on outings, and schools will obtain written parental permission for children to take part in outings. Schools assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. Schools consider what additional measures are necessary when children stay overnight. Vehicles in which children are being transported, and the driver of those vehicles, are adequately insured. Refer to the school **Educational Visits Procedures** for further details.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Our schools operate within a whole school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Schools will only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. They will take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors. Visitors are expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable may be challenged for clarification and reassurance.

Our schools will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfE document 'A Legal Toolkit for Schools [Click here to access](#) and DfE non-statutory guidance 'Advice on school security: Access to, and barring of individuals from school premises – December 2012.

31. **Summary**

All staff will follow the procedures set out by Local Safeguarding Children Board (LSCB) – Northumberland's Multi-agency Thresholds Guidance and take account of guidance issued by the Department for Education to promote the well-being and safeguarding of our pupils. These procedures and guidance have been revised to take account of the publication "Working Together to Safeguard Children" March 2015.

Every academy will:

- ensure they have a designated senior person for child protection who has received appropriate training and support for this role. They will receive training in inter-agency procedures that enables them to work in partnership with other agencies and gain the knowledge and skills needed to fulfil their responsibilities. Refresher training will be undertaken in accordance with statutory requirements and recommendations provided by Cumbria SCB;
- maintain a high profile on child protection training for all staff;
- ensure the training is appropriate to equip staff and others to carry out their responsibilities for child protection effectively. Suitable refresher training is undertaken on a regular basis;
- ensure Child Protection arrangements are part of Induction procedures for all staff and volunteers. New staff and volunteers will receive and sign this Policy and procedures

and are shown where they can access information and with whom to discuss any concerns;

- ensure that relevant staff and others (where appropriate) complete the Childcare Disqualification self-declaration prior to appointment;
- ensure every member of staff (including temporary, supply staff and volunteers) and member of the Governing Body knows the name of the Designated Safeguarding Lead and deputy(s) responsible for child protection and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of neglect and abuse, both physical and emotional, and responsibility for referring any concerns to the designated senior person responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website/in the school prospectus;
- notify the Social Workers involved if there is an unexplained absence of a pupil who is on a Child Protection Plan;
- develop effective links with relevant agencies which will lead to effective information sharing;
- co-operate as required with enquiries regarding child protection matters including attendance at core group meetings, case conferences, contributing to reports and ensure cover enabling the relevant person to attend when needed;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely; separate from the main pupil file, and in locked locations;
- ensure procedures for dealing with allegations of abuse against staff members or volunteers are in accordance with both Northumberland SCB and other statutory guidance and all staff are aware of them;
- ensure safe recruitment practices are always followed and appropriate checks (Disclosure and Barring Service Checks) are carried out on new staff and volunteers who will work with children on a frequent or intensive basis. Frequent is defined as once per week or more; intensive is defined as 4 or more occasions in any 30 day period or overnight. Those volunteers who are not reasonably supervised will also require a Children's Barred List check;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice by operating and positively encouraging a Whistle blowing procedure;
- encourage any adult who suspects that a child may be a victim of neglect or abuse, to immediately inform the DSL about their concerns;
- if a child discloses any kind of abuse, the teacher /member of staff /adult should only seek initial clarification from the child - tact and sympathy is vital;
- **under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying;**
- any action that the Designated Safeguarding Lead takes when dealing with an issue of child protection will be in line with the procedures outlined in Northumberland SCB Procedures Manual, Guidance and Protocols;
- we regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons as necessary;
- it is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Guidance about this can be found in the DfE Use of Reasonable Force, July 2013.

32. Monitoring and Review

Safeguarding including child protection is to be a regular agenda item at full Local Governing Body meetings; Sub-Committee Meetings and staff meetings, giving the Designated Safeguarding Lead the opportunity to update on staff/governor training and any other relevant issues or changes.

Referenced Statutory and non-statutory guidance

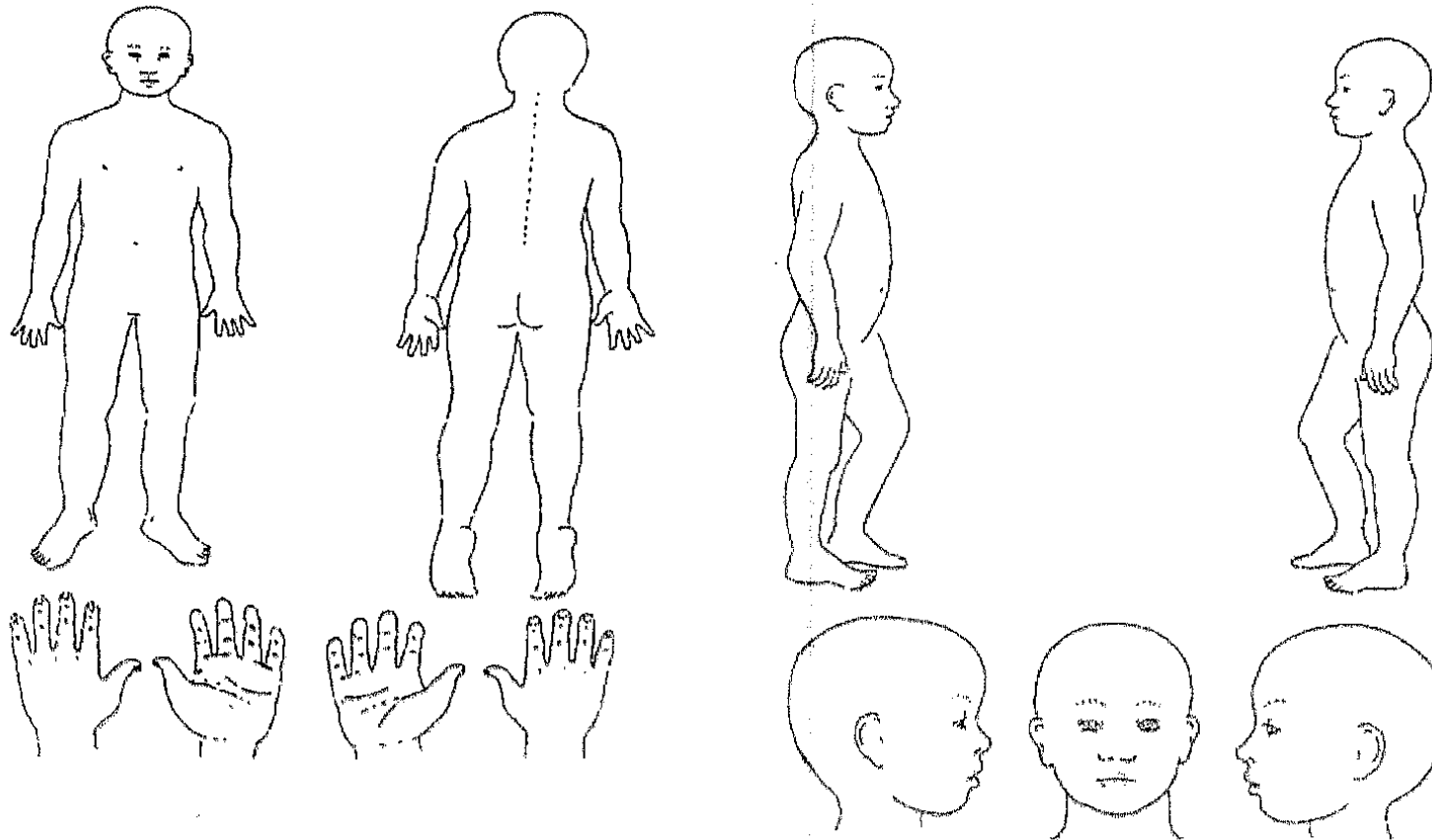
The following statutory and non-statutory guidance was referenced in formulating this Child Protection Policy and procedures:

- DfE Working Together to Safeguard Children, March 2015
- DfE Keeping Children Safe in Education, September 2016
- DfE What to do if you're worried a child is being abused – Advice for Practitioners, March 2015
- DfE Statutory Framework for Early Years Foundation Stage – September 2014
- DfE Ensuring Good Behaviour In Schools, 2012
- DfE Behaviour and Discipline in Schools – Guidance for Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016
- DfE Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013
- DfE The Prevent Duty – Departmental advice for schools and childcare providers, June 2015
- DfE Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools , November 2014
- DfE Counselling in Schools: a Blueprint for the Future, February 2016
- DfE Mental Health and Behaviour in Schools, March 2015
- DfE Supporting Pupils with Medical Conditions, December 2015
- HM Government Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015
- HM Government Revised *Prevent* Duty Guidance: for England and Wales – Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, July 2015
- HM Government Multi agency statutory guidance on female genital mutilation, April 2016
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings / Code of Conduct for Staff – October 2015
- Ofsted's Inspecting safeguarding in early years, education and skills settings, August 2016
- Ofsted's Safeguarding in Schools: Best Practice 2011
- UK Council for Child Internet Safety (UKCCIS) - Sexting in schools and colleges: responding to incidents and safeguarding young people – August 2016

CHILD DISCLOSURE/CONCERN RECORD							
Whitfield C of E Primary SCHOOL							
PART 1							
<i>Child Disclosure/Concern Record (to be written ASAP after <u>not</u> during your conversation with the child)</i>							
Child's Name		Class		DOB	/ /	Gender	M / F
Date (of writing this record)	/	/		Time (of writing this record)		am / pm	
Name of Person completing this form							
Print Name:							
Signature							
Job Title:							
Note the reason(s) for recording the incident							
Record the following <u>factually</u> :	<i>Who?; What (if recording a verbal disclosure by a child, use their words)?; Where?; When (date & time of incident)?; Any witnesses?</i>						
Body Map Completed? (Please attach)				YES	NO		
Note Actions, including Names of anyone to whom your information was passed:							
Any other relevant, factual information:							
Check to make sure your report is clear now – and will also be clear to someone else reading it in the future.							
PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD. (Designated Safeguarding Lead to complete Part 2 overleaf)							

BODY MAP

To be used (where appropriate) with Child Disclosure/Concern Record



Name of Child:

Description of Injury:

Cause of Injury:

Practitioner/Childminder's Signature:

Date:

/ /

Parent's Signature:

Date:

/ /

PART 2

For use by the Designated Safeguarding Lead (DSL) - or in the absence of the DSL, another senior member of staff

Time and Date information received by DSL, and from whom:	
Any advice sought by DSL e.g. contact with Northumberland Safeguarding Hub or other Agency. <i>(Include details of date, time, name, role, organisation and advice given)</i>	
Action Taken If decision not to refer, justify reason. <i>Note time, date, names, who information shared with and when etc.</i>	
Parent's informed Yes / No and reasons.	
Where can additional information regarding the child / incident be found? <i>(e.g. pupils file, serious incident book)</i>	
SIGNED:	
PRINT NAME:	
DATE:	
For completion in the future <i>Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).</i>	

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What is a Local Authority Designated Officer (DO)?

The role of the DO is set out in the HM Government guidance Working Together to Safeguard Children (2015). The NSCB has procedures for managing allegations against people who work with children, for example, those in a position of trust.

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.

Allegations procedures may also be used where concerns arise about:

- A person's behaviour in their personal life which may impact upon the safety of children to whom they owe a duty of care;
- A person's behaviour with regard to his/her own children;
- The behaviour in the private or community life of a partner, member of the family or other household member.

The DO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers in any setting, such as schools, hospitals and nurseries. 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.

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 anyone who has concerns about anyone who works with children, to determine what action needs to be taken.

The DO co-ordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – see flow chart on next page.

The LADO for Northumberland is Adam Hall

Adam can be contacted by email

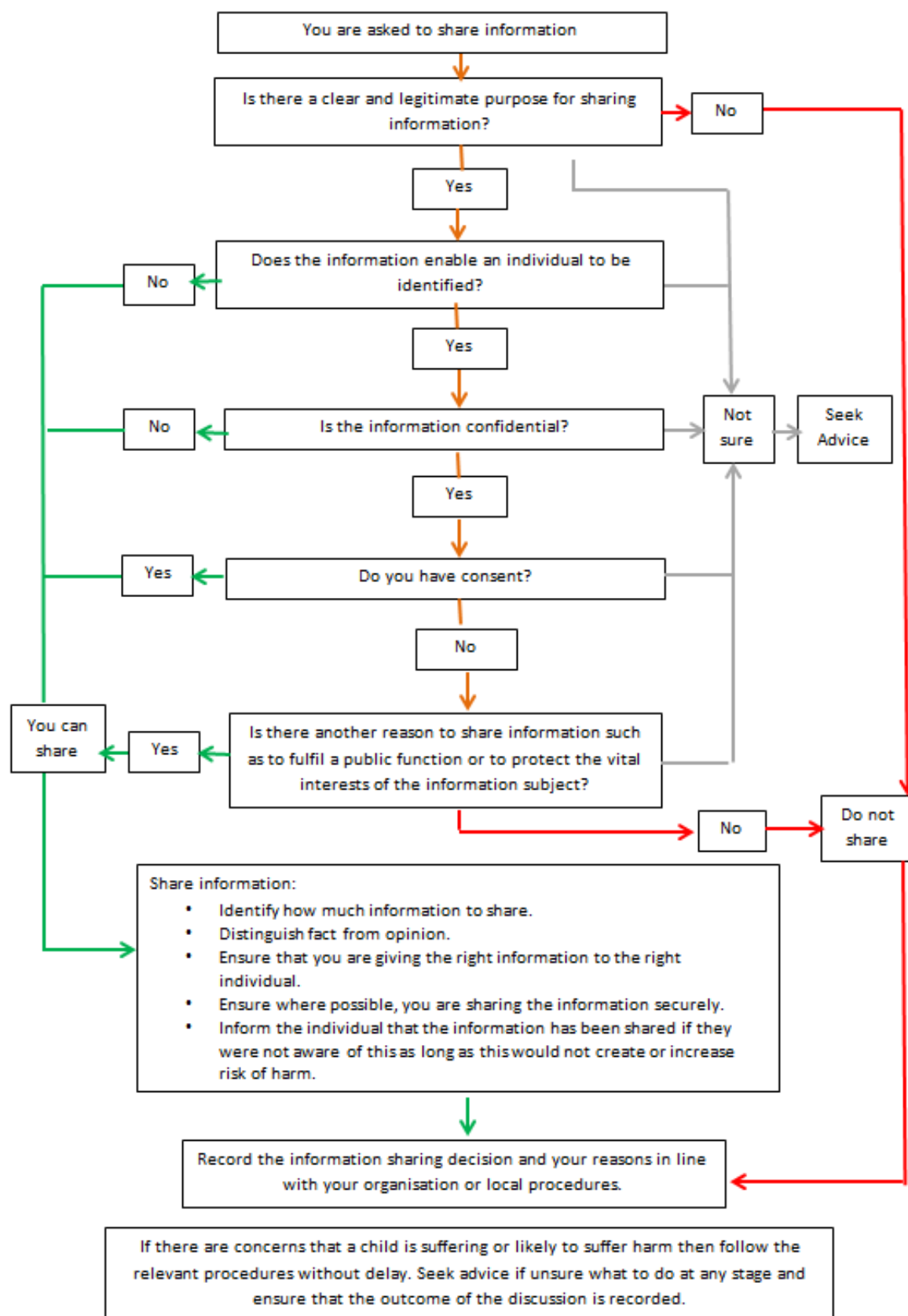
Adam.hall01@northumberland.gcsx.gov.uk / LADO@northumberland.gcsx.gov.uk

or telephone 01670 623979

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FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



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Online Communication Code of Conduct for Staff Working with Children

Rationale and context:

Over the past years the use of blogs, chat rooms and social networking sites, such as Twitter and Facebook has become increasingly popular. Such sites are used to chat with and share information, photographs and news with friends across the world.

Whilst the use of such sites has very many benefits there are potential problems concerning privacy and inappropriate usage. These may include breaches of confidentiality, unsuitable language or images, and in some cases breaches of the law.

Examples of such problematic usage of publicly accessible social networking could be:

- Staff referring to parents or children and young people by name
- Staff referring to forthcoming trips/visits
- Staff using derogatory or offensive language about parents, colleagues, managers, or the organisation for which they work.
- Staff posting images of themselves in inappropriate dress or situations
- Staff participating in illegal activities such as the sharing of indecent images of children
- Partners or friends posting inappropriate comments concerning staff
- Partners and friends posting images that show staff members in situations which may not be in keeping with their professional status

This code of conduct is designed to protect staff who may use such sites in their private lives.

It must be recognised that those who work with children have a duty to demonstrate the highest standards of conduct or integrity and make sure that their actions in their private lives do not put themselves in a situation when their conduct or integrity might be called into question or potentially bring their employer into disrepute. This could result in disciplinary action by your employer or even criminal prosecution. This code of conduct sets out expectations around online behaviour that could affect professional standing, integrity and dignity.

What this code does not cover:

- Social contact between adult colleagues. However, staff need to be mindful of what they are posting and who can see it. This is important in respect of confidentiality, workplace relationships, and the fact that their online contacts may not appreciate the difference between private and professional comments.
- Membership of professional networks or forums is not covered by this code as these are usually covered by a professional body's own code of conduct.

Membership of forums is not covered, although in extreme cases legal restrictions may apply. Staff should however remember that what they say may reflect upon their professional lives and moderate their comments accordingly.

Code of conduct:

- Staff should not allow themselves to enter into online contact with children they work with, parents or their families. Friend requests from parents or children and young people under the age of 18 (past or present) in this context should be politely declined by explaining that it is against agency policy, which is designed to protect staff from abuse and misunderstandings.
- Staff should not create web pages, groups or contact lists concerning professional activities carried out on behalf of their agency unless they have express written permission from a senior manager to do so.
- There must be absolutely no private online contact between staff and any children and young people with whom they have a work-related relationship. This includes the storing of images of children under the age of 18.
- Any contact with children and young persons after they have left the organisation (e.g. moved to a secondary school) should be sanctioned by a senior manager within the organisation and the parent and not occur through social networking sites or other online communication technologies
- Online contact made as part of professional duties should always be carried out using technologies provided by the agency or local authority. These technologies should have the capability of logging and storing records securely.
- Staff are strongly advised to be careful about what they say online in contact with other young people such as relatives or family friends. This caution should apply to images or video material.

Staff privacy and dignity

Staff are strongly recommended to check that their online privacy settings only allow “friends” to see their profiles. It is also advised that staff do not accept friend requests from people who are not personally known to them.

Staff may wish to ask friends to check before photographs are posted which may cause them embarrassment. Staff posting their own images should bear in mind the fact that any image can easily be downloaded and manipulated and they should choose which images they share accordingly.

It is recommended that staff do not post images that could be used to identify their homes or families.

All staff are advised to make themselves familiar with the parent pages on the CEOP “Think You Know” site at www.thinkyouknow.co.uk and keep themselves up to date with the risks of emerging technologies.

The Link with the ‘Guidance for Safer Working Practice for adults who work with children and young people’

‘Communication between children and adults by whatever method should take place within clear and explicit professional boundaries.

Specifically the guidance recommends that adults should;

- Not give their personal contact details to children and young people including their mobile

telephone number and details of any blogs or personal websites

- Only use equipment e.g. mobile phones, provided by the organisation to communicate with children and young people, making sure their parents have given permission for this form of communication to be used.
- Only make contact with children for professional reasons and in accordance with any organisational policy.
- Recognise that text messaging is rarely an appropriate response to a child in crisis or at risk of harm. It should only be used as a last resort where other forms of communication are not possible.
- Not use internet or web-based communication channels to send personal messages to a child/young person.

Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum.