

The AIn Community Schools Federation

Applicable to The Duchess's Community High School Safeguarding & Child Protection policy

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1. Introduction

This document sets out the Duchess's Community High School's (DCHS) policy and procedures for ensuring that the welfare of all children is promoted and that they are protected from harm.

The staff of this school will endeavour at all times to provide a happy and stimulating environment where staff, students, pupils, parents, carers and voluntary helpers will feel welcome and want to be part of the school day. It is a school where all adults will be vigilant in ensuring that concerns are identified and appropriately communicated specifically concerning physical and emotional abuse, neglect, and sexual abuse.

Our Child Protection Policy should be read in conjunction with our other policies which aim to achieve this environment.

1.1 The aims of this policy are:

- To support a child's development in ways that will foster security, confidence and independence.
- To raise the awareness of **all** staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within DCHS which will be followed by all members of our community in cases of suspected abuse.
- To develop and promote effective working relationships with all external agencies.
- To ensure that all adults who have access to children have been checked as to their suitability.
- To ensure that as a community we will always act in the best interest of the child or young person.

1.2 Commitment

At DCHS we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way and whilst at DCHS their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

Safeguarding relates to:

- Staff Conduct
- Curriculum
- Managing allegations against staff
- Attendance
- Safe recruitment and selection
- Whistle blowing
- Health and safety
- Behaviour management
- Managing building design
- Child Protection

- Educational visits
- E-Safety
- Anti-Bullying
- Preventing Radicalisation

Note: This list is not exhaustive.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

1.3 The following teachers have Designated Person for Child Protection status:

Mr Alan Rogers – senior lead (Assistant Head)

Mrs Anne-Marie Carter – deputy (Pastoral Support)

The School Governors with responsibility for safeguarding:

Mr Ian Walker

Mrs Lalage Bosanquet

A full list of all staff to have received training can be found in Appendix 1

N.B It is the responsibility of **all** staff members to adhere to the Child Protection procedures outlined in this policy in order to ensure the safety and well-being of the students in our care.

2. Children who may be vulnerable

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

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

Abuse may be committed by adult men or women and by other children and young people.

Details of the definitions of the four types of abuse are included in Appendix 2.1

Further information on:

2.2 Child Sexual Exploitation (CSE): Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Details of the three types of CSE are included in Appendix 2.2

2.3 Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital

organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Details of FGM indicators are included in Appendix 2.3

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

2.4 Radicalisation: The Counter-Terrorism and Security Act 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism. (DCHS Anti-Extremism Policy). This has become known as the 'Prevent Duty'.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. These panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and where appropriate arrange support for those individuals. The Act will require all partners of the Channel panels to co-operate in its work; schools which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

At DCHS we also use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. The school is committed to ensuring that our children and young people are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Details of recognising extremism are included in Appendix 2.4

2.5 Peer on Peer abuse: Staff should be 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.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At DCHS 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 the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding 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 student
- indicates that young people outside the school may be affected by this student

At DCHS we will support the victims of peer on peer abuse by investigating any allegations swiftly, raising concerns with parents and authorities if appropriate and liaising with external agencies to offer emotional support if requested by the victim and their family.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

2.6 Self-harm and suicidal behaviour: Disclosures about either action are to be treated as a Child Protection issue.

Definitions to support this procedure are:

- **Suicide:** an intentional, self-inflicted, life-threatening act resulting in death from a number of means.
- **Suicidal Intent:** this is indicated by evidence of premeditation (such as saving up tablets), taking care to avoid discovery, failing to alert potential helpers and choosing violent or aggressive means of deliberate self-harm allowing little chance of survival.
- **Self-harm:** Self-harm describes a wide range of things that people do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-harm remains a secretive behaviour that

can go on for a long time without being discovered. *Self-harming is not necessarily an indicator of suicidal behaviour.* Self-harm can involve:

- Cutting, often to the arms and thighs
- Burning using cigarettes or caustic agents
- Punching and bruising; often fighting or risk-taking behaviour in males
- Inserting or swallowing objects
- Head banging
- Hair pulling
- Restrictive or binge eating
- Overdosing

Further sources of information about Self-Harm and Suicidal behaviour can be found in Appendix 6

2.7 Honour Based Violence and Forced Marriage: So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

2.8 Children Missing from Education (CME): Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. A first day absence phone call is made to the student's primary contact number, followed by a letter requesting authorisation from a parent/guardian.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

- Staff who understand what to do when children do not attend regularly; students who are deemed 'vulnerable' and are missing from education for three consecutive days are referred to Children's Services.
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age

- d. are in custody for four months or more (and will not return to school afterwards); or
- e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority/EWO service.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

2.9 Special Educational Needs and Disability: Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

there may be 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 disproportionately impacted by things like bullying without outwardly showing any signs; and

difficulties may arise in overcoming communication barriers.

At DCHS we identify pupils who might need more support to be kept safe or to keep themselves safe by:

Students with SEND are allocated a key worker within school who meets with them regularly through the year and provides an additional level of support pastorally and academically. Key workers will liaise with the SENDCO and safeguarding leads in school as soon as any issues of concern are raised through this channel.

Students identified as SEND and who are vulnerable at break and lunch times are offered support and a safe venue through the lunch club provision when staff are available for conversations and to supervise a calm, safe environment for these pupils.

LSAs within lessons and lunch club also actively monitor students and report any concerns from their observations directly to the SENDCO and safeguarding leads. These may be made as a result of visual observations, comments picked up through conversation or referrals from peers.

2.10 Looked After Children (LAC) and Private Fostering: The most common reason for children or young people becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children (LAC) safe. Appropriate staff (in our case, the school SENDCO, Mrs N Hutchinson) have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child or young person. At DCHS the SENDCO and DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

A **private fostering** arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or become involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

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

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

Parents are directed towards policies and students receive information in Planners.

2.12 Other vulnerable groups: To ensure that all of our pupils receive equal protection, we also give special consideration to children who are:

- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- may be considering or undergoing gender transition.

3. Procedures

3.1 Our referral procedure.

A flow chart detailing DCHS procedures for when a member of staff has a concern or has received a disclosure from a student can be found in Appendix 3 together with a Safeguarding Referral form in Appendix 3.

It is important to remember that any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here.”

Further information for staff is as follows:

3.2 Listening to Children and Receiving Disclosures

- All staff will make themselves available, give time to children and provide opportunities for children to talk.
- All staff will be clear that they are not responsible for investigating abuse - but that their role is to listen and then pass on the information to the appropriate person, in line with LSCB procedures.
- Staff receiving a disclosure will not be able to promise confidentiality but will explain that what the child has said will mean that they will have to refer to people who deal with these matters.
- Staff will ensure that children who want to disclose sensitive information can do so where their conversation cannot be overheard by other children.

Thus:

- (i) the child should be allowed to make the disclosure at his/her own pace and in his/her own way.
- (ii) the member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) should not probe for any information that the child does not volunteer

3.3 Responding to Concerns and Disclosures

- The quality of the initial information is important. As well as basic information regarding child's name, address, date of birth, and any contact telephone number, careful attention will be paid to what is actually said and the child's demeanour and personality (see 3.4)
- A Safeguarding Concerns Form (Appendix 4) should be completed and sent to the Designated Person by the close of the same day (see 3.4). Forms should be sent electronically or in person, but the **referrer remains the adult responsible for the welfare of the child and must act accordingly until the DSL has acknowledged receipt of the concern form.**
- Blank Safeguarding Concern Forms are sent electronically to all staff; hard copies are also located in the central staff room, main reception and pastoral office.

- If a school makes a referral to Children’s Services, parents/carers should be informed that this has taken place unless to do so would place the child at further risk of harm.
- School staff will **not** make enquiries of parents or carers once they consider that a child may be at risk of harm (i.e. schools should not investigate).
- If information is volunteered by parents/carers it will be recorded formally.
- Should the child need immediate medical attention, school staff will accompany the child to the Accident and Emergency Department of hospital. Children’s Services will be informed immediately about a child being taken to hospital regarding a Child Protection matter, to ensure that the appropriate Paediatrician sees the child. The Director of Children and Young People’s Services will also be informed and in this case parents will be notified of the action.

3.4 Recording and Record Keeping

- Any member of staff receiving a disclosure of abuse, or noticing signs or symptoms of abuse in a child will make notes as soon as possible (preferably immediately, but in any case within the hour), writing down, **as exactly as possible**, what was said or seen, putting the scene into context and giving the time and location on a Safeguarding Concerns Referral Form (Appendix 4). The staff member should endeavour not to paraphrase or give their own opinions on the form.
- This form will be signed and dated by the member of staff and given to the Designated Person immediately.
- All hand-written notes will be kept, even if subsequently typed up or subsumed within a more formal report.
- All concerns, no matter how insignificant they may seem at the time, will be recorded and conveyed to the Designated Person who will add these to a chronology of concerns.
- All records of a child protection nature will be handed to the Designated Person, and stored securely; separately from the child’s other school records. His/her school record may show an indication that the separate file exists, but not its contents.
- Access to Child Protection records will be on a ‘need to know’ basis.
- When a child, whose name is on the Child Protection Register, leaves the school the Designated Person will inform the new school immediately and arrange handover of confidential information separately from other records.
- When a child transfers to another school while the school has serious concerns about the child’s welfare, the receiving school will be informed immediately and any written records will follow as above.
- In addition, school records on all children will be regularly updated when information comes to light, to ensure accuracy about

- Who has parental responsibility?
- Any court orders which may be in force.
- Any children on the child protection register.
- The child's name at birth and any subsequent name changes.
- Any other changes in home circumstances.

Further advice about how to respond to a disclosure can be found in Appendix 5

3.5 Confidentiality and sharing information

- DCHS recognises that all matters relating to Safeguarding and Child Protection are confidential.
- The Designated Person will disclose any information about a student to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. If a DSL cannot be contacted, any member of staff can contact Family Services or, in an emergency dial 999 if they feel a child or young person is at risk.
- **All staff must be aware that they cannot promise a child to keep secrets.**
- Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:
 - necessary and proportionate
 - relevant
 - adequate
 - accurate
 - timely
 - secure

Record of concern forms and other written information will be stored in a locked facility, held separately from the child's school file, and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.

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

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

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

3.6 Dealing with allegations against people who work with children: At DCHS we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Headteacher should go to the Chair of Governors or directly to the Local Authority Designated Officer (LADO).

- Appendix 6 outlines the procedures for managing allegations against people who work with children, for example, those in a position of trust.
- The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:
 - behaved in a way that has harmed, or may have harmed, a child
 - possibly committed a criminal offence against children, or related to a child
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.
- This role applies to paid, unpaid, volunteer, casual, agency and self-employed workers and all adults outside the school workforce. They capture concerns, allegations or offences; this can include concerns about their own personal life, e.g incidents of domestic violence or child protection concerns relating to their own family.
- If there is an allegation against the Headteacher then concerns should be reported directly to the Chair of Governors and LADO.
- The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. The LADO 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.
- The LADO for Northumberland is **Adam Hall**. Adam can be contacted by email or telephone:
 - **LADO@northumberland.gcsx.gov.uk**
 - **01670 623979**
- The AIn Community Schools Federation will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns are made to the relevant authorities and professional bodies and included in references where applicable.

3.7 'Safer' Recruitment and working with children

Compliance with the [Disclosure and Barring Service 2012](#) (previously Vetting and Barring Scheme 2009)

- The AIn Community Schools Federation will refer to its responsibilities regarding Child Protection in all job descriptions, and/or to its profile in the school, and in the general information distributed with application forms.

- The AIn Community Schools Federation will undertake DBS (Disclosure and Barring) checks on regular volunteers working in the school. This is good child care practice. Volunteers will not be left unsupervised with children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- The AIn Community Schools Federation will ensure that appropriate DBS (Disclosure and Barring Service) checks are carried out before employing supply staff.
- Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.
- The AIn Community Schools Federation will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- The AIn Community Schools Federation will ensure that staff and volunteers are aware that sexual relationships with all students are unlawful and will be referred to the Police and LADO for investigation (Sexual Offences Act 2003).
- The AIn Community Schools Federation will promote an E-safety policy and when appropriate seek guidance and support from the Local Authority E-safety officer (Richard Taylor –see appendix 5)
- The AIn Community Schools Federation will promote responsible use of social networking sites by education staff. (Safer Working Practices for Adults)

3.8 Physical Intervention

- DCHS policy on physical intervention by staff is set out in a separate document, is reviewed annually by the governing body, and is influenced by the DfE publication '[Use of reasonable force 2013](#)'. DCHS must acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- DCHS understands that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Touching Children other than to Restrain

- DCHS staff must also be aware that physical intervention may also mean:
- using physical contact to demonstrate exercises or techniques during P.E., coaching, CDT, for example:
 - administering First Aid
 - supporting younger children and children with special needs who may need physical prompts or help
 - giving appropriate comfort to a child who is distressed
 - recognising that physical contact is a sensitive issue for some cultural groups
 - acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence

- ensuring a consistent approach where staff and pupils are of different genders
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued

Searching Children

- DCHS has a policy/guidelines on the conduct of searches e.g. when illegal substances are suspected to be present. This includes a statement about seeking permission to search bags collectively and individually and makes a clear statement about the unsuitability of asking children to remove clothing to conduct a search. In certain circumstances our school may wish to consider if it would invite parents in to help discover lost items.
- The Government, as part of its measures both to reduce violent crime and to maintain safety in schools, has published guidance on the random screening of pupils for weapons, and the power to search pupils suspected of carrying one. The law enabling searches without consent and on suspicion came into force on 31 May 2007. Our school will follow this guidance.

4 Roles and Responsibilities

4.1 Responsibilities

It is the responsibility of **every** member of staff to ensure the safety and well-being of our students. All staff members must ensure that they have undertaken the appropriate Child Protection training and that they have familiarised themselves with our school policy and procedures for the reporting a Child Protection concern. Please note that should a concern arise that warrants immediate action it is the responsibility of staff to take appropriate action to ensure a student's safety (see Appendix 3)

4.1.1 The Designated Person for Safeguarding is responsible for:

- Adhering to Northumberland County Council and DCHS procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records.
- Ensuring that any student currently on the child protection register who is absent without explanation is referred to Children's Services.
- Working with external agencies and other professionals on matters of safeguarding children and young people.

4.1.2 The Aln Community Schools Federation will ensure that:

- Each school has a Child Protection and Safeguarding Policy in place that is in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- Each school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Local Authority's or equivalent Safer Recruitment Training.
- Each school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- A senior member of each school's leadership team is designated as the Designated Person for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies.
- The school reviews annually the workload for the Designated Person by requesting a report detailing related child protection work undertaken.
- Staff including the Headteacher undertakes appropriate child protection training which is updated bi-annually.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- A Federation Governor is responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher.
- Where services or activities are provided on DCHS's premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

4.1.3 The Aln Community Schools Federation Governing Body will also support:

- The monitoring and evaluation of the child protection training that staff receive.
- DCHS's reviews relating to all aspects of safeguarding children/working practices and any further developments that are required.

4.1.4 The Headteacher will ensure that:

- The Aln Community Schools Federation Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Child Protection/Safeguarding.
- The Aln Community Schools Federation Governing Body adopts appropriate policies and procedures to safeguard children in the Federation.
- Policies and procedures are implemented by staff.
- Parents/carers are made aware each autumn term of the safeguarding policies that are in place and who are the Designated People for Child Protection and Safeguarding.
- Sufficient resources and time are allocated to carry out Safeguarding Children/Child Protection effectively.
- There is a Designated Person for Child Protection for DCHS who has received appropriate training for this important role.
- All staff and adults working in DCHS understand their safeguarding children responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- Staff are aware of the "whistle blowing" protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.
- DCHS develops effective working partnerships with relevant agencies and cooperates as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- DCHS provides appropriate reports for child protection meetings.
- All information and records are kept confidentially and securely.
- Recruitment and vetting procedures are followed in all appointments of staff including those working at DCHS in a voluntary/unpaid capacity.
- Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school site.

4.2 Role of the designated safeguarding lead

Governing bodies should ensure that DCHS designates an appropriate senior member of staff to take lead responsibility for child protection and safeguarding. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. There should also be a deputy DSL to ensure roles and responsibilities are maintained in case of the senior lead's absence.

The broad areas of responsibility for the Designated Safeguarding Lead are:

4.2.1 Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:

- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

4.2.2. Training : The DSL should receive appropriate training carried out every year 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 assessments
- Have a working knowledge of how local authorities 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 child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

4.2.3 Raising Awareness

- The designated safeguarding lead should ensure the school policies are known and used appropriately:
- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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
- Link with Northumberland Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave, the school ensure their child protection file is passed on to any new school as soon as possible but transferred separately from the main pupil file.

5 Prevention, Training and Other Policies

5.1 Prevention: DCHS must recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. DCHS will therefore raise awareness of child protection issues and equip children with the skills to keep themselves safe. Always recognising that abuse is never the responsibility of the child or children on whom it is inflicted.

DCHS will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include, within the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- signpost through year group assemblies and registration time where our children and young people can access support inside school and appropriate agencies to contact outside of school time.
- Signposting information is sent home to inform parents and is also published on the DCHS website.

5.2 Safeguarding training: The key training elements are:

- Mandatory Induction Training for all new staff; accessed through face to face learning or through NSCB Learning Pool.
- DSLs – attend face to face training annually; in addition to formal training, their knowledge and skills in a range of areas including (but not exclusively) FGM, CSE, WRAP should be refreshed at regular intervals, at least annually.
- All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Key members of staff receive specialist safeguarding training which is refreshed annually (see Appendix 1).
- All staff at DCHS have read and acknowledged their receipt of Keeping Children Safe in Education 2016.
- Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.
- All safeguarding training is noted in the Single Central Record.

5.3 Policies/Guidance: Other DCHS guidance in place includes:

- Anti-bullying policies
- Behaviour Policy
- Drugs/Substance Misuse
- Health and Safety
- IAG Policy
- E-Safety policy
- Managing Allegations Against Staff
- Safer Recruitment (see HR manager Mrs L Willis)
- Special Educational Needs Including Medical Management Plans
- Use of Force policy
- Visits and trips guidance (using Evolve system)
- Whistle-blowing Procedures

Policy documents are available to staff in the Staff Group Share site and as hard copies in the main staff room.

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

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **E-safety policy**, available on Staff Group Share site explains how we try to keep students safe in school and protect and educate students in the safe use of technology. It outlines procedures with regards to:

- Safe use of social media
- Use of mobile phones and cameras
- 'Sexting'
- Cyber-bullying
- Appropriate use of DCHS network including our acceptable use policy and procedure.

All staff receive e-safety training and **the school's e-safety coordinator is Mr Alan Rogers.**

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

To protect pupils we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- ensure pupils are appropriately dressed

- encourage pupils to tell us if they are worried about any photographs that are taken of them.

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

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

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

6. Partnerships

6.1 Partnership with Parents

- DCHS shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Parents are made aware of who to contact if they have concerns regarding the Safeguarding of their or any other child.
- DCHS is committed to working with parents positively, openly and honestly. We respect parents 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.
- DCHS will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
- We encourage parents to discuss any concerns they may have with the Designated Person for Child Protection. Parents are made aware of our policy via the school's prospectus and newsletters and website. Parents are also made aware that they can view this policy on request.

6.2 Partnerships with Others

- DCHS recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.
- These agencies can include: Children's and Family's Services. Children and Young People's Services (CYPS), Primary Mental Health, Adult Mental Health Services, School Health Services, Local Inclusion Support Team (LIST) and the Educational Welfare Service (EWS). This is not an exhaustive list, however.

6.3 Supporting Staff

- DCHS recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- DCHS will therefore support such staff by providing an opportunity to talk through their anxieties with the Designated Person for Safeguarding and to seek further support as appropriate.
-

7 Review of Policy

7.1 Monitoring, Evaluation and Review

The AIn Community Schools Federation Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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Appendix 1

Our designated members of staff with responsibility for Child Protection issues are:

Alan Rogers (Assistant Head) – Last trained 1/10/2015
Anne-Marie Carter (Pastoral Support) – Last trained 10/5/2016

Other senior staff who have completed Child Protection Multi Agency training are:

Maurice Hall (Headteacher) – Last trained 10/12/14
Gill Maitland (Deputy Head) – Last trained 10/12/14
Martin Allenby (Assistant Head) – Last trained 10/12/14
Jaquie Steel (Assistant Head) – Last trained 9/3/15
Diane Murphy (Assistant Head) – Last trained 10/3/2016
Nell Gair (Y9 Director of Learning) – Last training 3/10/14
Linzi Brown (Y10 Director of Learning) – Last trained 10/3/2016
Laura Sweet (Y11 Director of Learning) – Last trained 10/12/14
Chris Routledge (Y12 Director of Learning) – Last trained 10/12/14
Denise Drummond (Y13 Director of Learning) – Last trained 10/12/14
Sarah Ayling (IEU/TLC Manager) – Last trained 6/11/2015

E-Safety - Our E-Safety Co-ordinator is:

Alan Rogers (Assistant Head)

Other Staff who have completed the NCC half day training are:

James Clark (Information and Network Manager) – training 25/2/14 and CEOP Ambassador 9/7/15
Chris Routledge (Y12 Director of Learning) – training 25/2/14

Safer Recruitment and Selection on-line training

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

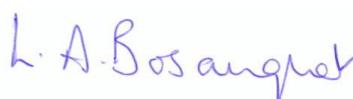
Maurice Hall (April 2014)
Alan Rogers (March 2016)
John Towers (March 2015)
Lynsey Willis (January 2014)
Karen Gregory (April 2014)

Governors registered:

Lalage Bosanquet (24/3/15)
Ian Walker (24/3/15)
Kevin Thompson (August 2014)
Dawn Morton (March 2014)
Gus Macleod (24/3/15)



Headteacher



Chair of

Governors

Appendix 2

A2.1 To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse may be committed by adult men or women and by other children and young people.

Physical Abuse:

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

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, domestic abuse. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect:

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

- ❑ Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- ❑ Protect a child from physical and emotional harm or danger
- ❑ Ensure adequate supervision (including the use of inadequate care-givers)

Ensure access to appropriate medical care or treatment.

A2.2 Types of Child Sexual exploitation: There are three main types of child sexual exploitation:

Inappropriate relationships: Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend: Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later

turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking: Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men/women. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Further information on CSE can be found in 'Keeping Children Safe in Education (2016)' (Annex A)

A2.3 Indicators and Symptoms of FGM: FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

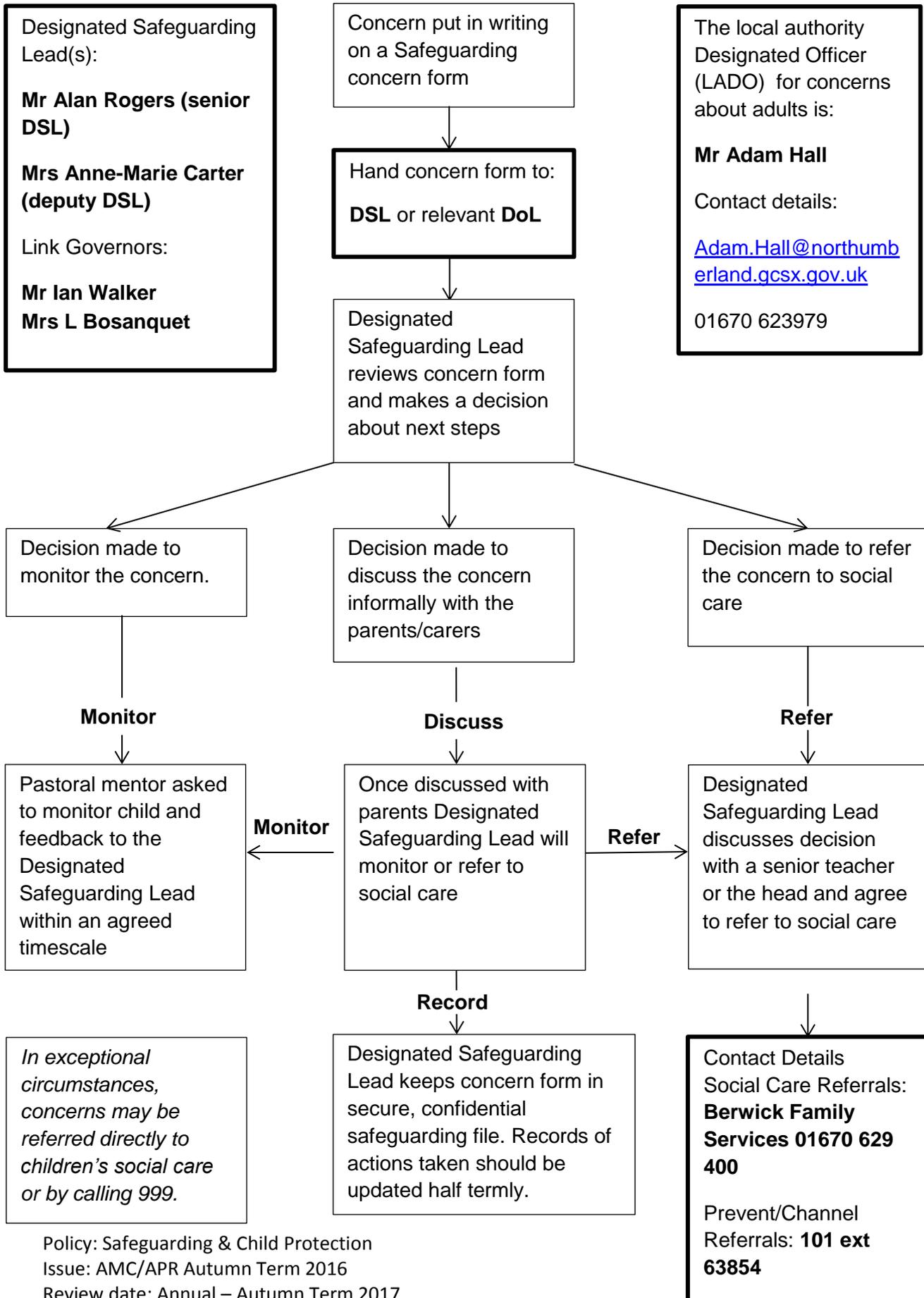
- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach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

A2.4 Recognising Extremism: Early indicators of radicalisation or extremism may include:

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

Appendix 3 impose extremist views or practices on others

- verbalising anti-Western or anti-British views and/or advocating violence towards others.



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**The Duchess's Community High School
Safeguarding Concern Form**

Child's Name:

D.O.B:

Address:

Adults with parental responsibility:

Contact Number:

Name and role of person voicing concern:

Date:

Form given to:

When:

Outline of incident/concern/disclosure:

Appendix 5

If a child or young person discloses to you.

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

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the student, staff will:

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

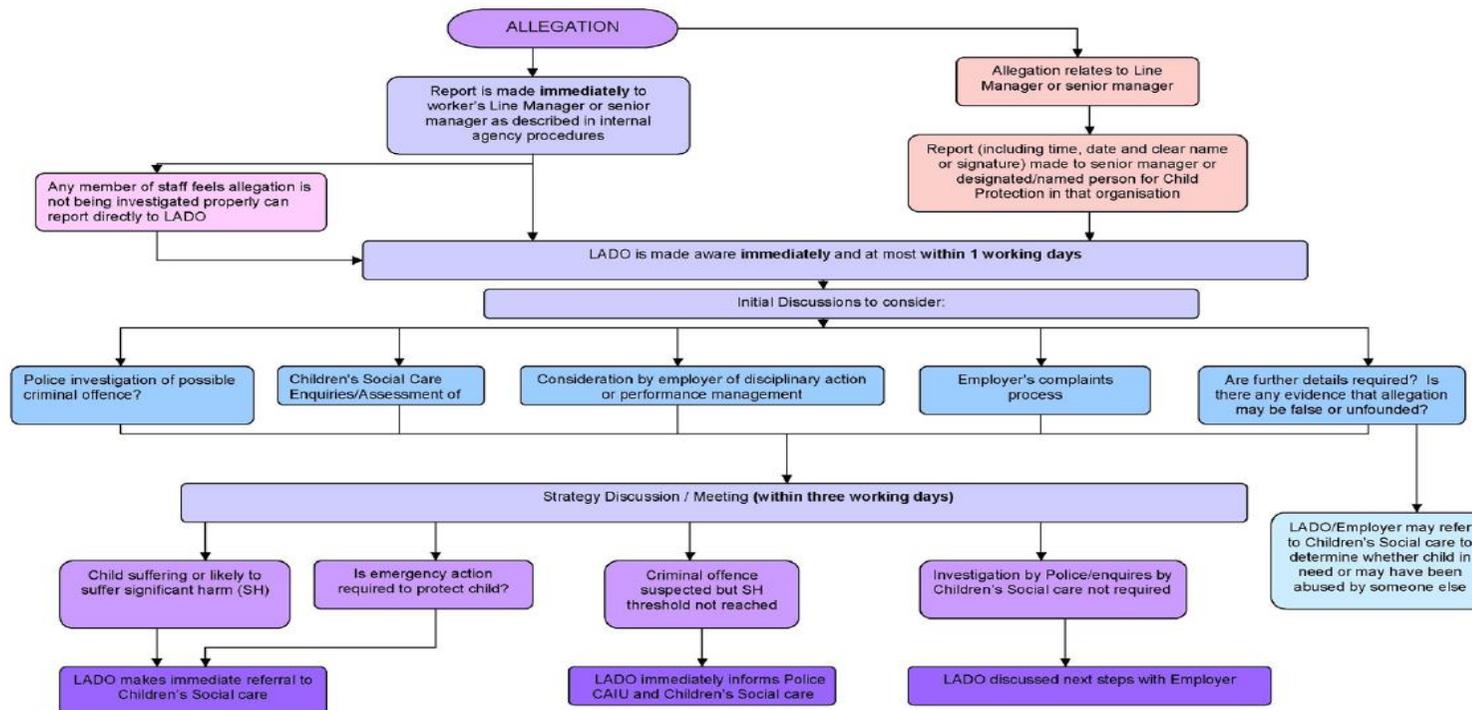
Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.

Appendix 6

Dealing with allegations against people who work with children



Appendix 7 Useful Contacts

Advice Area	Contact
Discussion about a CP or child welfare referral and advice on the operation of CP/Safeguarding procedures, how to refer and where.	Children's social care teams Central Locality Ashington – 01670 536000 North Locality Alnwick and Berwick – 01670 629 400 Out of hours: 0845 600 5252
Advice on the operation of Safeguarding Procedures in schools and related guidance	Carol Leckie 01670 622 720
Allegations against people working with children	Adam Hall (LADO) 01670 623979 LADO@northumberland.gcsx.gov.uk
Monitoring/Quality Assurance re: operation of schools safeguarding arrangements	Jane Walker – 01670 622734 Carol Leckie 01670 622720
MAPPA – Risk management re individuals who may pose a risk to children	Patrick Boyle 01670 624035
HR advice for schools	Wendy Stewart- 01670 623126
Training of school workforce	Anne Lambert - 01670 623159
Northern Locality Hub	Vanessa Easton vanessa.easton@northumberland.gov.uk
Prevent Implementation Team for support in dealing with extremist behaviour:	Inspector Steve Baker Northumbria Police Prevent Implementation Team Office: 01661 868 073 Northumbria Police Counter Terrorism; 101 ext. 63854

Appendix 8 Further sources of information

Safeguarding legislation and guidance

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children
- The **Teacher Standards 2012** state that teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance, **Working Together to Safeguarding Children 2015**, covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance, **Keeping Children Safe in Education 2016**, is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- All staff must read (and sign to confirm this) Part One of this guidance and have all been issued with a copy. A record to confirm this has happened is held in the Single Central Record.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and copies can be found on-line, in the main staff room and in the pastoral office.

Other sources of information:

- **Northumberland Local Safeguarding Children Board - Child Protection Procedures.** See www.northumberland.gov.uk
- Safeguarding Children and Safer Recruitment in Education – DfES 2007
- Working Together to Safeguard Children – DfES 2015
- Department for Children, Schools and Families, The Use of Force to Control or Restrain Pupils, non-statutory guidance for schools in England.
- Multi-Agency Practice Guidelines: Female Genital Mutilation (DfES 2014)

- Procedure for the management of self-harm and or suicidal behaviour in children and young people – Northumberland NSCB 2013

Revision Record of Issued Versions			
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LA/AMC DCHS	June 2015	1	Draft created from School Bus (Fusion Business) model, NCC Model and Safeguarding Pro model
			Accepted by DCHS Steering 7/7/15; Review annually – Summer 2016
Changed by: Updated AMC DCHS	Revision Date: Oct 2016	2	Circulated to all Governors – 30/1/17 Accepted by Chair's Action at DCHS Steering on 2/2/17 Circulated to all Staff – 3/2/17