



Cramlington Learning Village
Child Protection Policy

Document Title	CHILD PROTECTION POLICY
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Key Staff in School with Management Responsibility for Safeguarding

The Designated Safeguarding Lead is: Jill Travers

Deputy Safeguarding Leads are: Hayley Teasdale

Debra Betham

Lisa Marshall

Designated E-Safety Lead: Phil Spoons

Senior Mental Health Lead: Wendy Heslop

Governor: Ivan Wintringham

SAFEGUARDING AND CHILD PROTECTION POLICY FOR CRAMLINGTON LEARNING VILLAGE

INTRODUCTION

This policy has been developed to ensure that all adults in Cramlington Learning Village are working together to safeguard and promote the welfare of children and young people.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to address any concerns about child welfare.

The Head teacher or, in their absence, the authorised member of staff has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Cramlington Learning Village. This policy complements and supports other relevant school policies.

Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in '**Working Together to Safeguard Children 2018**' and **Keeping Children Safe in Education** September 2020, Cramlington Learning Village will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

We expect all our pupils' parents and visitors to share this commitment and understanding

This policy has also been amended to include advice for practitioners updated by the DfE as follows:

[What to do if you're worried a child is being abused, DfE \(March 2015\)](#)

[Information Sharing: Advice for practitioners, DfE \(July 2018\)](#)

Rationale

Cramlington Learning Village believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility, and the opportunity, to support children, in sharing concerns and worries in school in order to feel safe. The whole school culture of vigilance in Cramlington Learning Village creates a safe space where children are supported, listened to and valued in what they choose to share and ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO CHILDREN who may have been abused.

SAFER RECRUITMENT AND MANAGING ALLEGATIONS AGAINST STAFF

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child.

1. PREVENTION

- 1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.
- 1.2. The school will therefore:
 - 1.2.1. establish and maintain an environment and positive ethos whereby children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued
 - 1.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
 - 1.2.3. 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
 - 1.2.4. include, in 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
 - 1.2.5. recognise and reduce the risks to children including harassment, bullying, victimisation, sexual violence and harassment (Sexual Violence and Harassment between Children in Schools and Colleges Part 5 of KCSIE (2019) and Guidance Dec 2017), sexual and criminal exploitation, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage
 - 1.2.6. use the Early Help process (a system to support multi-agency working) to support children and families.

2. PROCEDURES

- 2.1. We will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in **'Working Together to Safeguard Children'** 2018
- 2.2. In accordance with the Education Act 2002 and [Keeping Children Safe in Education September \(2020\)](#) the school will:

- 2.2.1. ensure it has at least 2 designated senior members of staff for child protection who have undertaken appropriate training. The training should be updated every two years
- 2.2.2. recognise the importance of the role of the safeguarding leads for child protection and arrange continuing support and training
- 2.2.3. in the event of Cramlington Learning Village being invited to attend child protection conferences, the Designated Safeguarding Lead (or Deputies) will represent the school and/or identify the most appropriate trained member of staff to provide information to the conference
- 2.2.4. ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
- the names of the safeguarding leads and their role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Northumberland Safeguarding Children Partnership procedures: <http://northumberlandlscb.proceduresonline.com>
 - where the school's Child Protection Procedures and the NSCB (pending changes to Safeguarding partner arrangements) procedures are located
- 2.2.4 ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out the school's obligations in the school brochure and school website
- 2.2.5 provide training for all staff from the point of their induction, and updated annually, so that they know
- their personal responsibility,
 - the NSCB (pending changes to Safeguarding partner arrangements) procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child who tells of abuse
 - the key aspects of safeguarding related to female genital mutilation, forced marriage, radicalisation (Appendix K)
 - to read Part 1 of Keeping Children Safe in Education September 2020
- 2.2.6. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this
- 2.2.7. notify the local children's social care team if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - in the case of a pupil who is subject to a Child Protection Plan, there is an unexplained absence from school of more than two days duration from school (or one day following a weekend or as agreed as part of any child protection or core group plan)

- there is a possibility of a pupil subject to a Child Protection Plan being placed on an adapted timetable or with an Alternative Provider for some of the school day/week

2.2.8 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences

2.2.9. keep clear, detailed, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the children's services team immediately (see FAQ Appendix D)

2.2.10. ensure all records are kept secure and in locked locations and that information is shared only on a need to know basis

2.2.11. ensure all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance, where appropriate, with agreed whistle blowing policies.

2.3 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

2.3.1 Parents and carers will be informed if a referral is to be made to Children's Services or any other agency.

2.3.2 Parents/carers will not be informed if it is believed that doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Head teacher will seek advice from Children's Services.

3. **SUPPORTING CHILDREN AT RISK**

3.1. All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse (child on child) in its many forms. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from **Keeping Children Safe in Education**, 2020 or other school policies. These must be read in conjunction with our Safeguarding and Child Protection Policy

The areas include:

- Bullying including cyberbullying
- Child Criminal Exploitation (CCE)
- County Lines
- Children missing education Keeping Children Safe 2020 (Annex A)
- Children missing from home or care

- Child sexual exploitation – (CSE) & Keeping Children Safe 2020 (Annex A)
- **Domestic Violence**
- Drugs
- Fabricated or induced Illness
- Faith Abuse
- Female genital mutilation (FGM) Keeping Children Safe 2020 (Annex A)
- Forced Marriage – Keeping Children Safe 2020 (Annex A)
- Gangs and youth violence
- Gender Based Violence/violence against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing children and adult strategy
- County Lines – Criminal Exploitation
- Private fostering
- **Preventing radicalisation** Keeping Children Safe 2020 (Annex A)
- Relationship abuse
- Sexting new guidance from DfE
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced Marriage
- Trafficking and modern day slavery
- Peer on Peer Abuse/ Child on Child Abuse
- The Prevent duty
- Channel
- Sexual Violence and Harassment between Children in Schools and Colleges – Keeping Children Safe in Education Part 5 and guidance Sept 2020
- Sexual violence or sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads which may result in the situation being monitored and supported in school or the pupil/s being referred to specific services.

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care

- is a privately fostered child

(KCSIE 2020)

- 3.2. We recognise that children who are abused or witness violence or abuse may find it difficult to develop a sense of self-worth and may not see the world as a safe place or see adults as safe people they can trust. They may feel helplessness, humiliation and some sense of self-blame. (See Appendix J).
- 3.3. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.4. As an Operation Encompass partner we work closely with Children's Services with regards to domestic violence incidents and offer wellbeing checks to our students if we are contacted following an incident which has occurred in one of our student's homes.
- 3.5. As an Operation Endeavour school we work closely with Children's Services with regards to children going missing from home and offer wellbeing checks to our students after a missing for home episode.
- 3.6. We recognise that children are capable of abusing their peers. Peer on peer/child on child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer/child on child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See the School Behaviour Policy for detailed information.
- 3.7. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Female genital mutilation, similarly, is also a form of child abuse. Child abuse cannot be condoned for religious or cultural reasons.
- 3.8. We recognise that some children may resort to self-harm (including eating disorders) for a number of reasons which may include experiencing some form of abuse. We support these children and follow the Local Authority Self Harm Pathway as appropriate.
- 3.9. PREVENT is part of the Government's counter terrorism strategy and aims to stop people becoming terrorists or supporting terrorism. PREVENT aims to protect those who are vulnerable to exploitation from those who seek to get people to support or commit acts of violence. This could include employees as well as pupils. At CLV we aim to protect children from radicalisation, extremism and terrorism.
- 3.10. The school will endeavour to support the child through:
 - 3.10.1. the content of the curriculum in order to encourage self-esteem and self-motivation
 - 3.10.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued

- 3.10.3. approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- 3.10.4. a curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain
- 3.10.5. a curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and off line. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the Spiritual, Moral, Social and Cultural (SMSC) Curriculum which cover harm, abuse, positive and healthy relationships and crime
- 3.10.6. the school's behaviour policy which recognises the need to support vulnerable pupils in the school and also recognises that contexts and circumstances can increase their vulnerability. All staff will agree on a consistent approach which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any abuse which has occurred
- 3.10.7. liaison with other services which support the pupil such as the Youth Service, targeted support services, CYPS (Children's and Young People's Service), local Children's Social Care teams, SEN Support Services, school health etc.
- 3.10.8. a commitment to develop effective and supportive relationships with the pupil and their family/carers
- 3.10.9. recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection
- 3.10.10. recognition that children may be at risk of being drawn into terrorism
- 3.10.11. training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know where and how to refer children and young people for further help
- 3.10.12. vigilantly monitoring children's welfare, keeping records and notifying the local Children's Services social care team **as soon as there is a concern**
- 3.10.13. transferring information about a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. ENSURING SUITABILITY OF ADULTS WORKING WITH CHILDREN

- 4.1. **The school will:**
- 4.2. ensure compliance with the [Disclosure and Barring Service 2012](#) (previously Vetting and Barring Scheme 2009) and [Keeping Children Safe in Education September 2020](#).
- 4.3. maintain a single central register which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have worked or lived outside the UK including recording checks for those

European Economic Area (EEA) teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adults barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who do not meet this requirement.

- 4.4 follow clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an ongoing culture of vigilance.
- 4.5 train panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- 4.6 as an academy, share the commitment set out in **School Staffing England Regulations 2009** which requires governing bodies of maintained schools to ensure at least one member of a recruitment panel undertakes safer recruitment training to satisfy all requirements in the statutory guidance **Keeping Children Safe in Education 2020** and **Working Together 2018**.
- 4.7 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 is made to the relevant authorities and professional bodies and included in references where applicable. For the procedures in place to deal with allegations relating to members of staff see Appendix H.
- 4.8 ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.9 ensure that staff and volunteers are aware that sexual relationships with pupils are unlawful and will be referred to the Police and the Designated Officer for investigation (Sexual Offences Act 2003).
- 4.10 promote an e-safety policy and when appropriate seek guidance and support from the Local Authority e-safety officer. See Promoting E-safety in Northumberland Schools.
- 4.11 promote responsible use of social networking sites by education staff. Please refer to circular letter: [Circular letter \(G10-11\) 9th January 2011](#) (Safer Working Practices for Adults)

For advice on dealing with indecent or potentially illegal images of children please see Appendix F.

OTHER RELEVANT POLICIES

4.12 Physical Intervention

4.12.1 Our policy on physical intervention by staff is set out in our Behaviour Policy and is influenced by the DfE publication '[Use of reasonable force 2013](#)'. We 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

4.12.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

4.13 Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is reviewed by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.14 Racist Incidents

Our policy on racist incidents is set out in a separate document and is reviewed by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

4.15 Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school undertaking school trips and visits.

4.16 Children with additional needs

We recognise that statistically children with behavioural difficulties and disabilities are vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behaviour difficulties are particularly sensitive to signs of abuse.

4.17 Educational Visits/Off Site Policy (reviewed annually)

Our School's Educational Visits/Offsite Policy reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated

4.18 Behaviour Policy

Our Behaviour and Discipline Policy includes consideration of the Use of Reasonable Force/positive handling and confiscating and searching. It is also informed by guidance on the types of Peer on Peer abuse students may experience and what is in place to prevent this and manage situations when it occurs.

4.19 E-Safety Policy

Our School's E-Safety Policy highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

4.20 Confidentiality and Information Sharing

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Cramlington Learning Village recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Northumberland Safeguarding Children Partnership procedures <http://northumberlandlscb.proceduresonline.com/>)

- 4.20.1** Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required
- 4.20.2** All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 4.20.3** All staff must be aware that they cannot promise a child or an adult to keep secrets/confidences/disclosures. Staff must make clear to a pupil that if information is disclosed which means there is a risk to them or someone else then the information will need to be passed on in order that they receive appropriate support (see FAQ in Appendix D)
- 4.20.4** The Head teacher or safeguarding lead will disclose any information about a pupil to other members of staff on a need to know basis only

5 ROLES AND RESPONSIBILITIES

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements

- 5.1** The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will:
- designate a Governor for safeguarding including child protection who will receive appropriate training and who will oversee the schools safeguarding and child protection policy and practice and champion safeguarding and child protection issues
 - ensure that the Designated Governor will liaise with the Designated Safeguarding Lead
 - ensure an annual report is made to the governing body on child protection matters to include changes affecting safeguarding/CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
 - ensure that this policy is reviewed annually and that all school policies related to it, are reviewed and updated
 - ensure that the school operates safe recruitment and selection practices including appropriate use of references for new staff and volunteers
 - ensure that all staff and volunteers who have regular contact with children and young people receive appropriate training which is updated by refresher training annually
 - ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers and for making a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
 - ensure the Designated Safeguarding Lead undertakes interagency training on appointment and also undertakes an 'update' course every 2 years

- ensure that a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Head teacher
- ensure that the appointed member of the Governing Body for Safeguarding holds the Head teacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively

The role of the appointed member of the Governing Body Safeguarding is to:

- ensure that the allocation of funding and resources are sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity
- ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development
- ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements
- ensure that the governing body is aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school to understand their role in effective multi-agency working under the new arrangements
- ensure that the Governing Body considers how children may be taught about safeguarding, keeping themselves safe, including online safety through Relationships and Sex Education (Secondary). This may be part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE)
- ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- ensure that an enhanced DBS check is in place for the Chair of Governors

- ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school's acceptable online safety policy
- ensure that in the course of the year matters requiring the governing body's early attention are brought to the appropriate meeting of the Academy Board for consideration
- ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's Virtual school Head teacher and discuss how pupil premium funding for looked after children will be used.

5.1.1 If the Governing Body provides extended school facilities before or after school directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

5.1.2 Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate.

5.1.3 If another organisation uses the school premises as part of a letting arrangement then the school will require copies of that organisation's child protection procedures before the letting commences.

5.2 **The Head teacher of Cramlington Learning Village will ensure that:**

- the policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers
- safe recruitment and selection of staff and volunteers are practised
- a Designated Safeguarding Lead for child protection is identified and receives appropriate on-going training, support and supervision. In addition there are 3 other members of staff who have received Designated Lead training and can deputise for the Designated Safeguarding Lead as necessary
- sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate
- all staff and volunteers receive appropriate training which is updated annually
- all temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements
- all staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of children and young people and know that such concerns will be addressed sensitively and effectively

- parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils. The school's obligations will be clearly set out in the school prospectus.

5.3 The Designated Safeguarding Lead

Cramlington Learning Village has appointed from our SPT Jill Travers to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and Deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2020).

Role of the Designated Safeguarding Lead

At Cramlington Learning Village we have appointed the following Deputy Designated Leads Debra Betham, Lisa Marshall and Hayley Teasdale who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead (and their role is explicit in their job description). Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained Deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Children's Social Care Team (One Call) (01670 536 400).

The broad areas of responsibility for the Designated Safeguarding Lead (and Deputies) are identified here:

Manage referrals

- Refer cases of suspected abuse to the Children's Social Care Team (One Call).
- Support staff who make referrals to the Children's Social Care Team (One Call).
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (Missing, Sexually Exploited or Trafficked (MSET) lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners, Children's Social Care, Northumberland Safeguarding Children Partnership and the Police.
- Liaise with the Head teacher to inform them of issues, especially ongoing enquiries under **Section 47** of the **Children Act 1989** and police investigations.
- As required liaise with the case manager (Head teacher or, where the Head teacher is the subject of the allegations, the Chair of Governors) and the Designated Officer for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCO) and Senior Mental Health Leads on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- 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.

Undertake Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand and keep up with any developments to their role
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- 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 can 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 colleges Child Protection Policy and procedures, especially new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant Data Protection legislation and regulations, especially the **Data Protection Act 2018** and the **General Data Protection Regulation**

- understand the importance of information sharing, both within the school, and with the three safeguarding partners (Northumberland Safeguarding Children Partnership), other agencies, organisations and practitioners
- are able to keep detailed, accurate and secure written or electronic records of concerns and referrals
- understand and support the school with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and can be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- are able to obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening among all staff to children and taking account of their wishes and feelings in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role

Raise Awareness

The Designated Safeguarding Lead should ensure the school's policies are known, understood and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- 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 the Northumberland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of

high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

Child Protection File

- Where children leave the school the Designated Safeguarding Lead should ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt. This may be through an electronic system.
- Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENCOs, are aware as required.
- In addition to the Child Protection File, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or Deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2020: Annex B.

In addition the Designated Safeguarding Lead (and Deputies) will:

- ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Code of Conduct, especially new or part-time staff who may work with different establishments
- be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.
- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school.

- ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should, in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
- ensure an effective whole school policy against bullying/online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place
- inform the LA of any pupil to be deleted from the school admission register and follow missing from education protocols
- inform the LA of any pupil who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

5.4 Staff

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

- protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation (CCE), child sexual exploitation (CSE), honour based abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage)
- preventing radicalisation (extremism, radicalisation and terrorism), harassment, bullying and victimisation)
- preventing impairment of children's health (physical and mental health) or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Cramlington Learning Village have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child

- ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately either face to face or via CPOMS (an electronic system used to record any safeguarding concerns). (However, ALL staff can refer their concerns directly to the Children's Social Care Team if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly
- ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately and record on CPOMS. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to the school's recording and information sharing policy/ procedure
- ensure that they maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead/Head teacher.
- recognise that the contexts or circumstances of children's lives can increase their vulnerability e.g. having special educational needs or disabilities, parents with mental health issues, parents with drug and alcohol abuse
- ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy
- ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child
- ensure that under the **Counter Terrorism and Security Act, April 2015** that the school has 'due regard' to Prevent' and to assess risk of children and young people being radicalised/drawn into extremism/terrorism (based upon potential risks in local area) and that clear protocols are in place for all visitors so that views are appropriate and not an opportunity to influence others)
- ensure that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out
- ensure that they understand, through online safety training, the additional risks for pupils online and continue to promote the school's Online Safety Policy in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions, using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on the school site and the consequences of any evidence of inappropriate use of the internet
- ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Code of Conduct inclusive of use of mobile phones and electronic devices.

Cramlington Learning Village will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

6 SAFER WORKING PRACTICE

- 6.1 The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- 6.2 The Head teacher will ensure that there is a written code of conduct in place that sets out the school's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- 6.3 Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DfE **"Guidance for safer working practice for adults working with children & young people"** (2020).
<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- 6.4 All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 is a criminal offence, even if that child is over the age of consent.
- 6.5 The school follows appropriate procedures when dealing with allegations made against staff and volunteers. All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 6.6 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare. The school will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

7 SERIOUS CASE REVIEWS

The Local Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review
- improve inter-agency working to better safeguard and promote the welfare of children and young people

- Cramlington Learning Village will provide an individual management report for a serious case review and will cooperate fully in implementing outcomes of the review including reviewing policy, practice and procedures as required.

8 DBS Information

Volunteers

Cramlington Learning Village will seek an enhanced DBS and barred list check for those volunteers who:

- frequently partake in regulated activity with children and young people
- are undertaking volunteering activity in an unsupervised capacity

Governors

Cramlington Learning Village will seek an enhanced DBS and barred list check for those governors who:

- frequently partake in regulated activity with children and young people
- are undertaking volunteering activity in an unsupervised capacity

In circumstances where the roles above do not fall into either category which would justify a check to be made, but subsequently information becomes to light that provides cause for concerns about their suitability to continue in that role, then a check may be justified

9 Information for Parents

At Cramlington Learning Village, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Northumberland Safeguarding Children Partnership arrangements and inform the Children's Social Care Team (One Call) or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002). See Appendix J for Categories of Harm.

Working Together 2018 defines the categories of harm - see Appendix J.
Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Children's Social Care Team (One Call), if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Head teacher will be kept informed at all times.

10 Missing from Education

To view Northumberland County Council's policy on reducing the risk of children going missing from education please see Appendix E.

Promoting E-safety in Northumberland Schools.

A comprehensive booklet about e-safety and children is available to download on the [Safeguarding](#) area of the Northumberland County Council website and Northumberland's [grid for learning](#).

Our Designated Safeguarding Lead with responsibility for Child Protection issues is/are:

	Jill Travers	Assistant Head teacher
Last trained	2nd July 2020	
	(Refresher training undertaken each ½ term)	

Deputising arrangements if absent or unavailable

	Lisa Marshall	Deb Betham	Hayley Teasdale
Last trained	22/10/2019	28/02/2019	2nd July 2020

E-Safety

Our E-Safety Co-ordinator is:

Phil Spoons Assistant Head teacher

Our designated governor for Child Protection issues is:

Ivan Wintringham

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

Current staff who have undergone Safer Recruitment Training:

Wendy Heslop Head teacher

This policy was ratified on _____ and will be reviewed in 1 year

..... Signed by the Head teacher

APPENDICES

Appendix A	Policies
Appendix B	Contacts
Appendix C	Standards for effective child protection practice in schools
Appendix D	Frequently asked questions
Appendix E	Children who go missing from education
Appendix F	Dealing with indecent or potentially illegal images of children
Appendix G	Referral Flowchart
Appendix H	Dealing with allegations against people who work with children
Appendix I	School Child Protection Files – a guide to good practice
Appendix J	Categories of Abuse
Appendix K	Forced marriage, Female genital mutilation, Prevent/radicalisation
Appendix L	Glossary of terms
Appendix M	Further references

Appendix A**School Policies:**

Statutory Policies relating to Safeguarding are:

- Health and Safety policy
- Central record of recruitment and vetting checks
- Child protection policy and procedures
- Procedure for Dealing with Allegations of Abuse

Other relevant policies

- Work Experience and Extended work placements
- A policy on the Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff
- Sex and Relationships Education
- Equal Opportunities
- ICT and Access to the Internet
- Behaviour Management including fixed and short term exclusions and physical intervention and restraint
- Trips and Visits
- Special Educational Needs
- Behaviour Policy
- Anti-bullying Policy
- E Safety Policy
- Data Protection Policy
- Promoting British Values
- Pupils with Medical Needs Policy
- Complaints Policy
- Attendance Policy
- Whistle Blowing Policy
- Looked After Children Policy
- Relationships and Sex Education (RSE) Policy inclusive Health Education content.

Northumberland Safeguarding Children Partnership Policies

- Managing Allegations and Concerns Against Staff and Volunteers,
- Forced Marriage,
- Domestic Abuse,
- Missing from Home and Care,
- Private Fostering,
- Child Sexual Exploitation,
- E-Safety Policy.

Appendix B

Contacts

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Through school to children's social care teams: One Call 01670 536400 North Locality (Alnwick/Berwick)- 01665 629400 Ashington- 01670 536000 South East Locality (Bedlington/Blyth/Cramlington) - 01670 629 600 West Locality (Hexham) – 01434 611499 Disabled Children's team – 01670-516131 16+ team – 01670 852225 Leaving Care Team – 01670 822386
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Carol Leckie Safeguarding and Wellbeing Team Manager Quality 01670 622720 Independent Reviewing Officers 01670 623965
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Adam Hall (as LADO for all allegations against professionals who work with children) 01670 623979 (01670 623605) re school staff Hugh Cadwallader (01670 623126) for centrally employed education staff
CP Allegations relating to school transport	Adam Hall LADO (01670 623979)
Model CP Policy for schools	Jane Walker (01670 622734)
Policy on use of restraint in schools	Jill Varney (01670 624184)
Recruitment and Selection/Vetting and Barring	Hugh Cadwallader

Co-ordination of Training Requirements for Designated staff (CP)	Anne Lambert (01670 623159)
MAPPA (Multi-Agency Public Protection Arrangements) – Risk Management re individuals who may pose a risk to children	Patrick Boyle/MAPPA (01670 624035)
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker (01670 622767)
Children Missing from Education	(01670 624184)

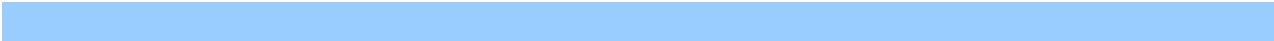
Appendix C

Standards for Effective Child Protection Practice in Schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted framework for the inspection of schools (section 5) and the arrangements of the Local Safeguarding Children Partnership

In best practice, schools:

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

12. take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;
 13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance. 'Keeping Children Safe in Education (2020)'
 14. have a written whole school policy, produced, owned and regularly reviewed by school staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.
- 

Appendix D

Frequently Asked Questions

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

Tell the designated member of staff or head teacher.

If that is not possible, telephone Children's Services (One Call 01670 536400) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and who to contact if they are not available

To respond appropriately to a child

To report to the Safeguarding lead

To record your concerns - 'Don't do nothing'

Can I go to find someone else to listen?

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

Can I promise to keep a secret?

No! You cannot promise to keep secrets/confidences/disclosures. The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a child to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said (Date and signature)

Attention is also drawn to section 4.19 headed **Confidentiality and Information Sharing** on pages 11-12.

Appendix E

Children who go missing from education

NORTHUMBERLAND COUNTY COUNCIL POLICY ON REDUCING THE RISK OF CHILDREN AND YOUNG PEOPLE GOING MISSING FROM EDUCATION

INTRODUCTION

Children go missing from education because they:

- Fail to start appropriate provision and hence never enter the system;
- Cease to attend, due to exclusion (for example illegal unofficial exclusions) or withdrawal; or
- Fail to complete a transition between providers (for example being unable to find a suitable school place after moving to a new Local Authority).

Their personal circumstances or those of their families may contribute to the withdrawal process and the failure to make the transition.

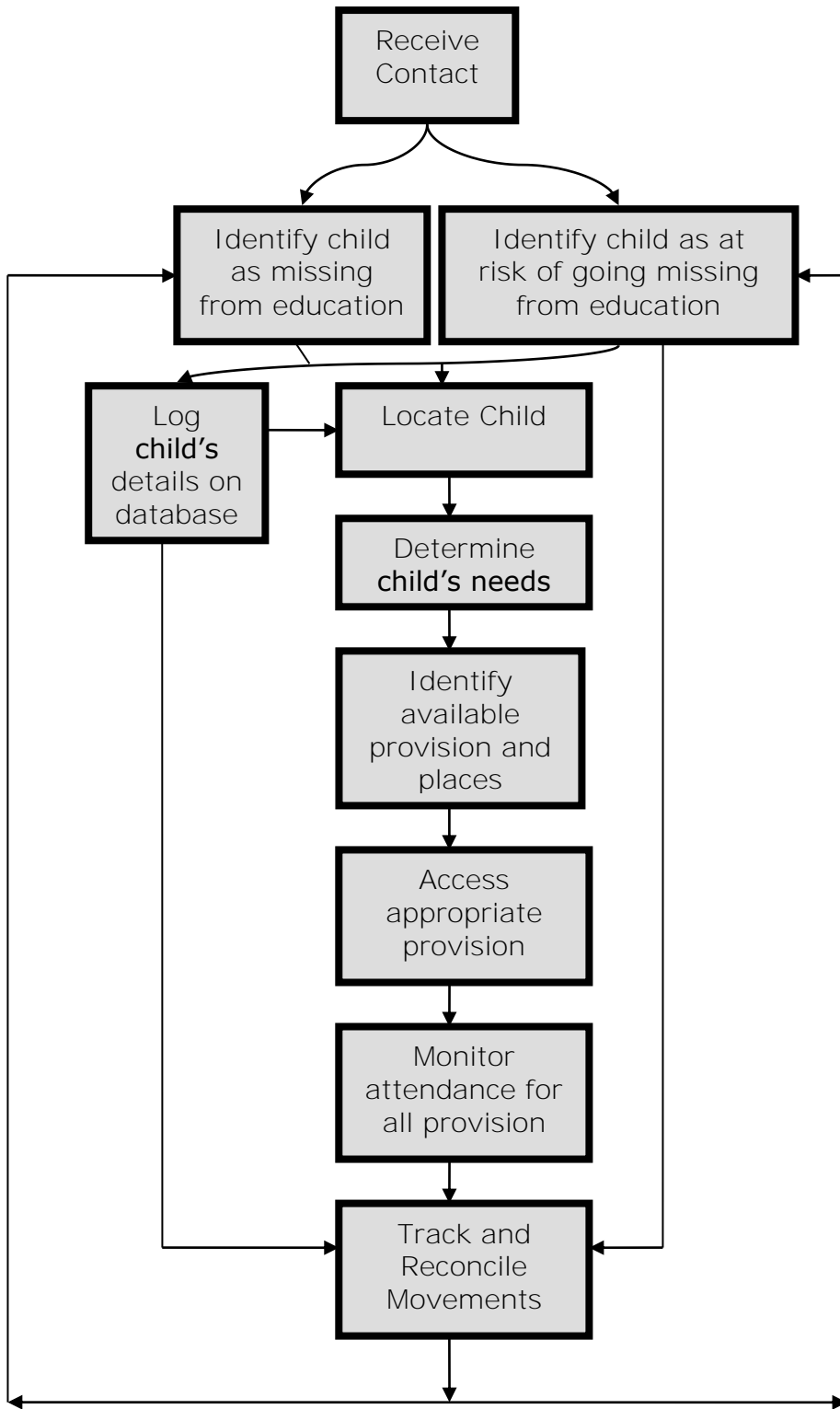
Children go missing when they fall out of the education system and there is no systematic process in place to:

- Identify those children; and
- Ensure that they re-engage with appropriate provision (which may include services outside of school to meet their needs).

Good practice in reducing the risk that children fall out of the education system broadly falls into three categories:

- Measures to reduce the likelihood that children fall out of the education system, such as audits of the rolls and registers of schools;
- Measures to identify and locate children missing from education, such as truancy sweeps and the provision of a named point of contact to receive notification of children from other agencies; and
- Measures to re-engage the missing with appropriate educational provision

DFE guidance in respect of children missing from education identifies a number of proven steps that are involved in minimising this risk. These are summarised in Figure 1.



Appendix F

INTERNET WATCH FOUNDATION GUIDANCE

Dealing with indecent or potentially illegal images of children

Introduction

This best practice guide is designed to provide a quick checklist of things your organisation should observe when dealing with indecent images of children that are found on your computers, electronic devices and/or networks. That may happen because of criminal behaviour by staff or a breach of security. Equally, your staff may be inadvertently exposed to indecent images of children whilst using the internet at work.

As a responsible organisation you will need to ensure that your organisation and its staff are equipped to deal with indecent images of children in accordance with the legislation.

Know the law

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended and the Sexual Offences Act 2003 (England and Wales).

It is important that as an organisation you understand the law regarding indecent images of children. Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- Making of indecent images of children includes viewing them on the internet otherwise known as 'downloading'.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. The Civic Government (Scotland) Act, 1982 replicates this.
- The Sexual Offences Act 2003 (England and Wales) provides a defence for handling potentially criminal images and this is supported by a Memorandum of Understanding which provides guidance on what is and is not acceptable.
- [This letter from Police Scotland](#) provides reassurance to hosting companies and their employees that if they are acting within the law with regards to child sexual abuse images that they will not be prosecuted.

Policies

All organisations should have clear policies on how to deal with indecent images of children. Specifically, your organisation should have policies that:

- Set out clearly what is acceptable use of all electronic devices provided by your organisation.
- Set out clearly for your human resources team a policy for dealing with staff found in possession of indecent images of children at work.

- Set out clearly for the whole organisation what to do if an indecent image of a child is discovered and who within your organisation will deal with such matters.

Staff awareness

For organisational policies to be effective they need to be easily accessible and each member of staff needs to be aware of their contents. Some organisations insist that each member of staff is sent a copy of such policies and acknowledges receipt.

What to do if a member of staff is inadvertently exposed to indecent images of children whilst using the internet

- The URLs (webpage addresses) which contain the suspect images should be reported to the Internet Watch Foundation via www.iwf.org.uk – the member of staff can do this themselves or your policy may dictate that they report it first to a designated person within your organisation. You must avoid sending copies of the images to the Internet Watch Foundation.
- Any copies that exist of the image, for example in emails, should be deleted.

What to do if indecent images of children are found on your organisation's electronic devices

- A person or small team should be designated as the only person(s) within your organisation who should deal with such matters.
- Your organisation's policy on this matter should be strictly adhered to.
- The URLs (webpage addresses) which contain the suspect images should be reported to the Internet Watch Foundation via www.iwf.org.uk – the member of staff can do this themselves or your policy may dictate that they report it first to a designated person within your organisation. You must avoid sending copies of the images to the Internet Watch Foundation.
- The police should be informed.
- If any copies need to be stored at the request of the police, then they should be stored securely where no one else has access to them.
- All other copies must be deleted.

What to do if a member of staff is found in possession of indecent images of children on their electronic device provided by the organisation

- You should have someone within your organisation who is responsible for dealing with such matters and is aware of their obligations under the Sexual Offences Act 2003 (England and Wales) and the associated Memorandum of Understanding.
- Contact the police regarding the images. If you are in doubt about whether the images are criminal, then discuss with the police the best way for them to receive copies to determine whether they are criminal or not.
- Discuss with the police what to do about the device that the images are on.

- Quarantine the device in question and discuss with the police about checking for any other images on that machine.
- Depending on your HR Policy and initial discussion with the police consider temporary suspension of the member of staff pending investigation.
- Be aware of your obligations under the Data Protection Act regarding the disclosure of your staff personal details (for example their home address).

Prevention

There are a number of measures that can help prevent accidental access to indecent images of children:

- Anti-spam software will help cut down on any emails promoting sites hosting potentially criminal images that may arrive as spam.
- Firewalls will help prevent unauthorised access to your computer systems, and prevent someone from using them to store potentially criminal images.
- Web filtering can help prevent accidental access to such images by your staff. The Internet Watch Foundation supplies a list of known active child sexual abuse webpages which some internet service providers and filtering providers use to block access to these pages.
- Educate your staff about the criminal nature of such images and the consequences they may face both in terms of their employment and in terms of the law if these are discovered in the workplace or on equipment provided by the organisation.

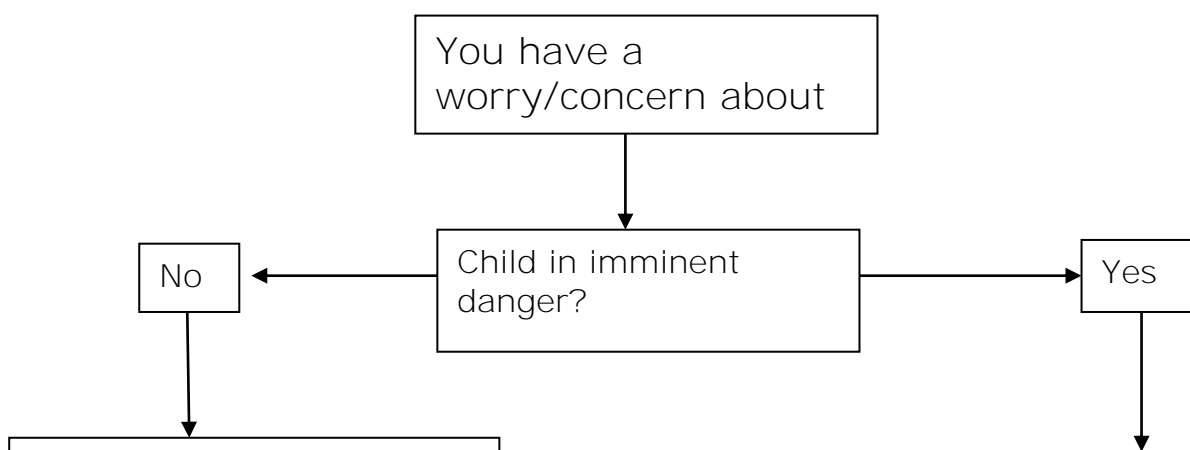
Top tips

[Here is a list of top tips for dealing with indecent images of children at work.](#)

Frequently asked questions

[You can access a list of frequently asked questions for how to deal with indecent images of children in the workplace here.](#)

Appendix G



Appendix H

Dealing with allegations against people who work with children

What is a Local Authority Designated Officer or LADO?

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

This appendix 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.

Consultation without delay with the Designated Officer Adam Hall- Tel:01670 623979, will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head teacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

<https://www.northumberland.gov.uk/Children/Safeguarding/Info.aspx#northumberlandstrategicsafeguardingpartnershipnsp>

If there is an allegation against the Head teacher then concerns should be reported directly to the Chair of Governors and Designated Officer.

The Designated Officer (DO) is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

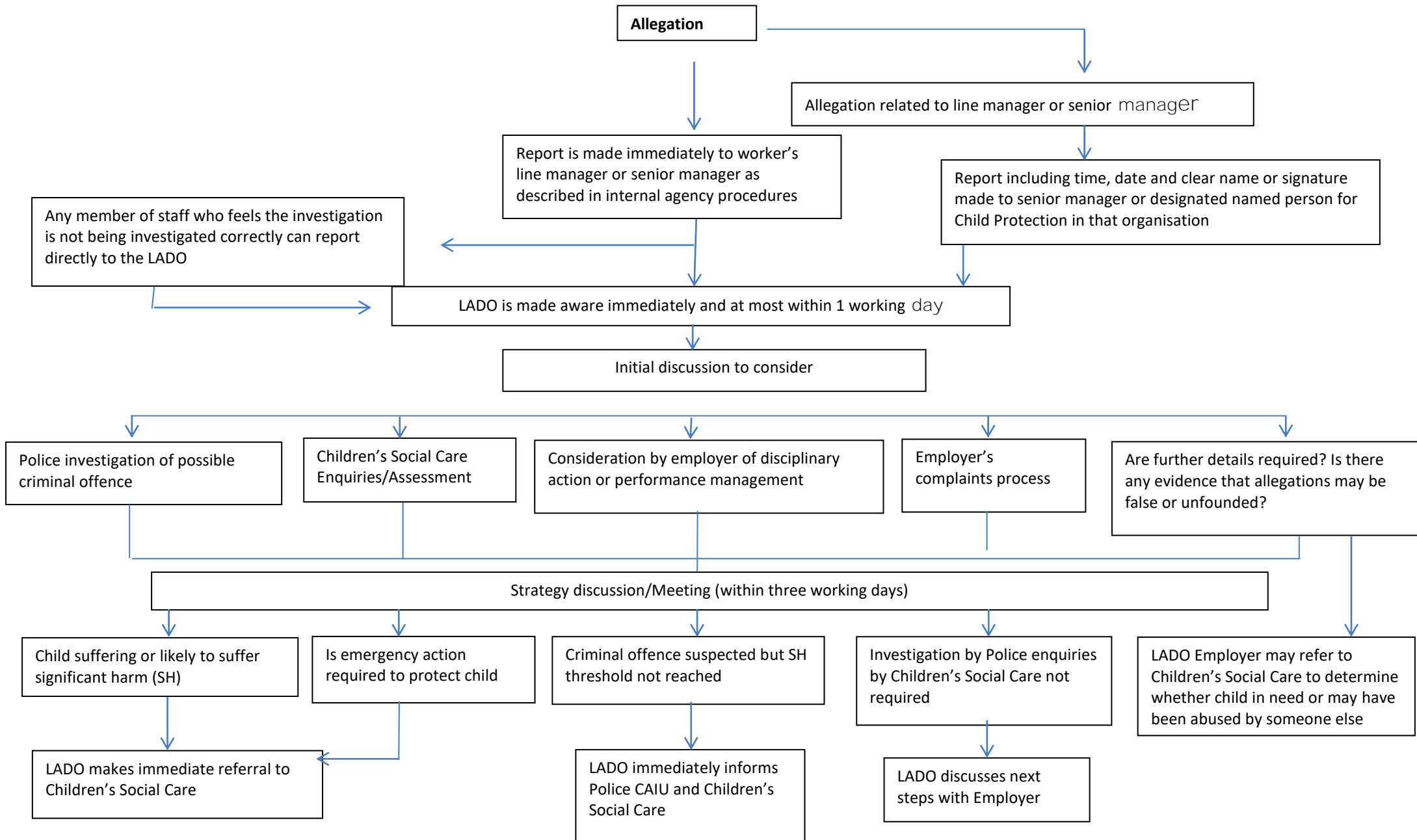
The DO co-ordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – see flow chart below.

The DO for Northumberland is **Adam Hall**.

Adam can be contacted by email or telephone:

Adam.hall01@northumberland.gcsx.gov.uk
01670 623979

DEALING WITH ALLEGATIONS AGAINST PEOPLE WHO WORK WITH CHILDREN



Appendix I

School Child Protection Files – a guide to good practice

Child protection file should include:

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

All safeguarding concerns raised with the designated person, (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the safeguarding lead (e.g. talking to child individually, contacting parents, taking advice from other professionals etc.). These records should be kept, as with a child protection file, securely, separate from the child's main school file.

At the point of transfer to another school, child protection records should be transferred directly from DP (Safeguarding lead) to DP, separate from the child's main school file.

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

Cramlington Learning Village will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

All child protection records are kept confidentially and securely and are separate from pupil records until the child's 25th birthday, Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). All this information must be redacted so the names of third parties are not stated. Where Child Protection records are passed on to another school/education setting/ then a receipt must be provided by the receiving school/education setting

Appendix J

CATEGORIES OF ABUSE

Working Together 2018 defines the categories of harm as:

Physical Abuse

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

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing

them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Children's Social Care Team (One Call), if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Head teacher will be kept informed at all times.

Appendix K

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

PREVENT/Radicalisation

Prevent is part of the Government's counter terrorism strategy and aims to stop people becoming terrorists or supporting terrorism.

PREVENT aims to protect those who are vulnerable to exploitation from those who seek to get people to support or commit acts of violence. This could be employees as well as pupils.

Schools have a statutory duty in the following areas with the aim of safeguarding pupils from radicalisation, extremism and terrorism:

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel (**Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Services, for example.)
- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.

- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Safeguarding Children Partnership. This policy describes procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the Safeguarding Children Partnership.
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know where and how to refer children and young people for further help.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Appendix L	
Abuse	<p>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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.</p> <p><i>(Definition provided by Working Together 2018)</i></p>
Accommodation	<p>Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.</p>
Allocated case	<p>A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.</p>
Assessment	<p>The assessment of developmental needs of a child within their family and wider environmental context to determine if the child has needs and what services they require. The assessment may be general in nature (e.g. EHA, Child and Family or relate to a specific developmental need (e.g. health or education.)</p>
Care order	<p>A court order under S.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).</p>
Child	<p>Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.</p>
Child in need	<p>Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services:</p> <ul style="list-style-type: none"> a) is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority b) whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or c) they are disabled, <p>and “family”, in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they have been living.</p>

Child protection	<p>Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.</p> <p><i>(Definition provided by Working Together 2018)</i></p>
Child protection enquiry	<p>Where a local authority:</p> <p>(a) are informed that a child who lives, or is found, in their area</p> <p style="padding-left: 40px;">(i) is the subject of an emergency protection order, or</p> <p style="padding-left: 40px;">(ii) is in police protection; and</p> <p>(b) has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm</p> <p>Section 47 of the Children Act 1989 gives children's social care 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.</p>
Child Sexual Exploitation (CSE)	<p>The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.</p>
Children	<p>Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.</p> <p><i>(Definition provided by Working Together 2018)</i></p>
Common Assessment Framework (CAF) Replaced by the Early Help Assessment process	<p>The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England. The CAF is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development.</p>
Child and Family Assessment	<p>An assessment conducted by a social worker which addresses the central and most important aspects of the needs of the child and the capacity of their parents to respond to these needs. It is to be undertaken where circumstances are complex and should be completed within 45 working days of referral.</p>
Disclosure and Barring Service (DBS)	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.</p>

	<p>It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p>The DBS is responsible for:</p> <ul style="list-style-type: none"> • processing requests for criminal records checks • deciding whether it is appropriate for a person to be placed on or removed from a barred list • placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Duty children's social worker	Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.
Early Help Assessment (EHA)	This is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England. The EHA is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development.
Emergency duty team (EDT)	A social work team providing an out of hours social care service
Emergency Protection Order	A court order under Section 44 of the Children Act 1989 giving Children's Social Care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Enquiry checks	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.
Impairment of health and development	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.
Integrated Children's System (ICS)	Case management system for case recording within Children's Social Care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
Local Safeguarding Children Partnership	<p>Local Safeguarding Children Partnerships are statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCPs is:</p> <p>a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and</p>

	<p>promoting the welfare of children in the area; and</p> <p>b) to ensure the effectiveness of what is done by each such person or body for those purposes.</p>
Nominated safeguarding children adviser	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
Parent	Parent or carer of a child.
Parental Responsibility	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
Police Powers of Protection (Section 46) (PPO)	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Private Fostering	An arrangement made directly by a parent for their child to be looked after for 28 days or more by an adult who does not have parental responsibility for the child and is not a close relative/step parent.
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	<p>The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as:</p> <p>a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children</p> <p>b) Work for a Limited Range of Establishments (Specified places) – Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers)</p> <p>c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once</p> <p>d) Registered Child-minding and Foster-Carers</p>
Risk to child	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).
SARF	Single Agency Assessment Form
Safeguarding and promoting the welfare	<p>Defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> protecting children from maltreatment;

of children	<ul style="list-style-type: none"> • preventing impairment of children's health or development; • ensuring that 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 life chances. <p><i>(Definition provided by Working Together 2018)</i></p>
Section 17	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
Section 47 Enquiry	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	<p>SCRs are undertaken when:</p> <p>(a) abuse or neglect of a child is known or suspected; and</p> <p>(b) either —</p> <p style="padding-left: 40px;">(i) the child has died; or</p> <p style="padding-left: 40px;">(ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.</p>
Social Worker or Child's Social Worker	Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
Working Together	Working Together to Safeguard Children (2018) is a guidance document produced by the DFE setting out how all agencies and professionals should work together to safeguard children and promote children's welfare.

Appendix M

Further references

For further information, advice and guidance please visit the Safeguarding web area of the Northumberland County Council website.

CEOP- <http://www.thinkuknow.co.uk/>

<http://www.nspcc.org.uk/inform>

<http://www.education.gov.uk/childrenandyoungpeople>

<http://www.gov.uk/dbs>

<http://www.privatefostering.org.uk/>

<http://www.homeoffice.gov.uk/crime/violence-against-women-girls/teenage-relationship-abuse>

<http://www.saferinternet.org.uk/helpline>