



CRAMLINGTON LEARNING VILLAGE

SAFEGUARDING AND CHILD PROTECTION POLICY

A. INTRODUCTION

- A.1 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.
- A.2 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.
- A.3 The Headteacher or, in their absence, the authorised member of staff has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- A.4 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.
- A.5 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 2015' and Keeping Children Safe in Education September 2016, 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.
- A.6 We expect all our pupils' parents and visitors to share this commitment and understanding
- A.7 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 \(March 2015\)](#)

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. 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, exploitation, radicalisation 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 previously known as the Common Assessment Framework) 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' March 2015](#)
- 2.2. In accordance with the Education Act 2002 and [Keeping Children Safe in Education September \(2016\)](#) the school will: amend link
 - 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. There are also 2 Deputy Designated Safeguarding Leads.
 - 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 relevant to child protection 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's Board (NSCB) procedures
 - where the school's Child Protection Procedures and the NSCB 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 procedures,
 - the need to be vigilant in identifying signs of abuse including peer on peer abuse
 - how to support and to respond to a child who tells of abuse



- understand key aspects of safeguarding related to female genital mutilation, forced marriage, radicalisation (appendix K)
 - to read Section 1 of Keeping Children Safe in Education September 2016
- 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 Headteacher 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 in its many forms. 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, 2016 or a named school policy these must be read in conjunction with our Safeguarding and Child Protection Policy

The areas include:

- [Bullying including cyberbullying](#)
- [Children missing education](#) Keeping Children Safe 2016 (Annex A)
- [Children missing Home or care](#)
- [Child sexual exploitation – \(CSE\)](#) & Keeping Children Safe 2016 (Annex A)
- **[Domestic Violence](#)**
- [Drugs](#)
- [Fabricated or induced illness](#)
- [Faith Abuse](#)
- [Female genital mutilation \(FGM\)](#) Keeping Children Safe 2016 (Annex A)
- [Forced Marriage](#) – Keeping Children Safe 2016 (Annex A)
- [Gangs and youth violence](#)
- [Gender Based Violence/violence against Women and Girls \(VAWG\)](#)
- [Hate](#)
- [Mental Health](#)
- [Missing children and adult strategy](#)
- [Private fostering](#)
- **[Preventing radicalisation](#)** Keeping Children Safe 2016 (Annex A)
- [Relationship abuse](#)
- [Sexting new guidance from DfE](#)
- [Trafficking](#)
- Peer on Peer Abuse

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.

- 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. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention. We will need to support them in accordance with his/her agreed child protection plan.
- 3.5. 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.
- 3.6. 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
- 3.7. Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. There is a separate policy dealing with this area.
- 3.8. 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.
- 3.9. The school will endeavour to support the child through:
 - 3.9.1. the content of the curriculum in order to encourage self-esteem and self-motivation;
 - 3.9.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued;
 - 3.9.3. the school's behaviour policy which recognises the need to support vulnerable pupils in the school. 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;
 - 3.9.4. 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, Local Inclusion Support Teams (LISTs), school health etc;
 - 3.9.5. a commitment to develop effective and supportive relationships with the pupil and their family/carers;



- 3.9.6. 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;
- 3.9.7. recognition that children may be at risk of being drawn into terrorism
- 3.9.8. 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.
- 3.9.9. vigilantly monitoring children's welfare, keeping records and notifying the local Children's Services social care team **as soon as there is a concern;**
- 3.9.10. transferring information of 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 ensure compliance with the [Disclosure and Barring Service 2012](#) (previously Vetting and Barring Scheme 2009) and [Keeping Children Safe in Education September 2016](#). Amend link**
- 4.2. The school will maintain a single central record 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 lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.
- 4.3. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns 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
- 4.4. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.5. The school will ensure that staff and volunteers are aware that sexual relationships with pupils are unlawful and will be referred to the Police and DO (Designated Officer) for investigation (Sexual Offences Act 2003).
- 4.6. The school will promote an e-safety policy and when appropriate seek guidance and support from the Local Authority e-safety officer (John Devlin). See Promoting E-safety in Northumberland Schools.



- 4.7. The school will 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)
- 4.8. For advice on dealing with indecent or potentially illegal images of children please see Appendix F.

OTHER RELEVANT POLICIES

4.9. Physical Intervention

- 4.9.1. 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.
- 4.9.2. 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.

4.10. 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.

4.11 Peer on Peer Abuse Policy

The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

4.11. 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.

4.12. 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.

4.13. 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.

4.14. Confidentiality and Information Sharing

- 4.14.1. 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.
- 4.14.2. **All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.**
- 4.14.3. 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).
- 4.14.4. 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

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

At **Cramlington Learning Village** the senior lead Governor/board member for safeguarding is Mick Dunn.

- 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 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 to make 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 and additional training to update annually
- 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 Headteacher
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher 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 the Governing Body considers how children may be taught about safeguarding. 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 that an enhanced DBS check is in place for the Chair of Governors
- 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



- 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 Headteacher 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 2 other members of staff who are Deputy Designated Safeguarding Leads and have received Designated Lead training and can deputise for the 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 every three years.
- 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 the children and young people and 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.

Role of the Designated Safeguarding Lead

At Cramlington Learning Village we have appointed the following Deputy Designated Leads Debra Betham and Lisa Marshall who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. 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.

The Designated Safeguarding Lead has a very detailed role, (see below)

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

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage Referrals

- Refer cases of suspected abuse to The Children's Social Care Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (Missing and Exploited lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to The Children's Social Care Team, Channel Panel or Police as appropriate.

Work with others

- Liaise with the Headteacher 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 (Headteacher or where the Headteacher is the subject of the allegations the Chair of Governors) and the Designated Officer at the Local Authority (LADO) for child protection concerns (all cases which concern a staff member)



- 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 receive appropriate training updated every two years. They should undertake prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools Safeguarding and Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure, written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

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

- Ensure the school Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and the workforce in



this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.

- Ensure the Safeguarding and 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's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school or college 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.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or 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 and colleges, 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.

In addition the Designated Safeguarding Lead 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 Behaviour Policy, 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 a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.



- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from 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 schools 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 child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 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, 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. (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. 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/Headteacher.



- 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 from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) 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 (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 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 staff understand through online safety training the additional risks for pupils online and continue to promote the School's E Safety Policy in the protection of all pupils.

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*" (2015).
<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.
- 6.7 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
- Who 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
- Who 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 – new section

At Cramlington Learning Village, Governors and staff are committed to safeguarding and promoting the welfare of the pupils/children in our care and will take any reasonable action to safeguarding 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 Board procedures and inform The Children's Social Care Team 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 Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The Children's Social Care Team if necessary. The Headteacher will be kept informed at all times.

9 Missing from Education

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

10 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:

Last trained **Jill Travers** **Assistant Headteacher**
15th March 2016

Last trained **Andy Reeman** **Deputy Headteacher**
18th November 2016

Deputising arrangements if absent or unavailable

Last trained **Lisa Marshall** **Deb Betham**
28th Sept 2015 **10th May 2016**

E-Safety

Our E-Safety Co-ordinator is:

Phil Spoons Assistant Headteacher

Our designated governor for Child Protection issues is:

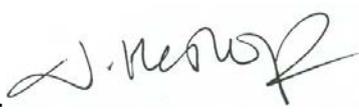
Mick Dunn

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:

Jill Travers **Assistant Headteacher**
Wendy Heslop **Headteacher**
Andy Reeman **Deputy Headteacher**

This policy was ratified on 13/03/2017 and will be reviewed in 1 year

..... 

..... Signed by the Head teacher



APPENDICES

Appendix A	Polices
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
- Safeguarding and Child Protection policy and procedures
- Procedure for Dealing with Allegations of Abuse
- Peer on Peer 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
- Anti-bullying Policy
- E Safety Policy
- Data protection Policy
- Promoting British Values

Whistle Blowing/confidential reporting

Cramlington Learning Village whistle blowing/confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Northumberland Safeguarding Children Board (NSCB) 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: North Locality team (Alnwick, Berwick) 01670629400 Ashington- 01670 536000 South East Locality (Bedlington, Blyth, Cramlington) 01670629600 West Locality (Hexham) – 01434 611499 Disabled Children's team – 01670-516131 16 + team – 01670 852225 Out of hours – 01670 822386
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Carol Leckie Safeguarding and Wellbeing Team Manager 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's Board (LSCB).

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 (2016)'
 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 (Children's Social Care Locality Team) 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 4.13 headed **Confidentiality and Information Sharing** on pages 6-7.



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 LA).

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

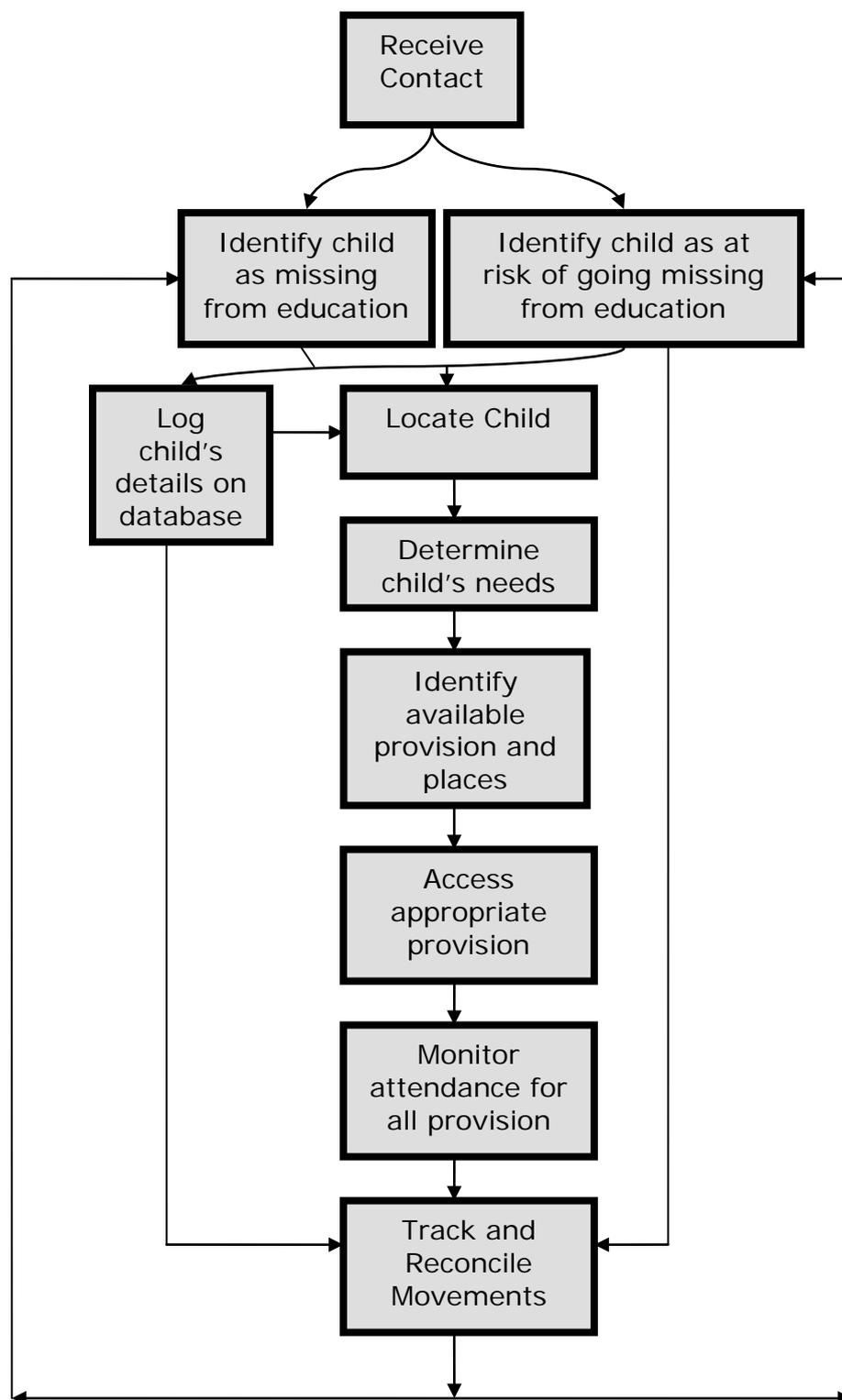
Children go missing when they fall out of the education system and there is no systematic process in place to:

- 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.



Full document can be accessed at:



FINAL Revised 2009
Missing Out - (Childre



Appendix F

Dealing with indecent or potentially illegal images of children

NORTHUMBERLAND

Northumberland County Council

Circular Letter: G14/10

To: Headteachers of all schools

Your Ref:

Our Ref:

Enquiries to: Richard Taylor

Direct Line: (01670) 533595

Fax: (01670) 533558

E-mail: Richard.Taylor@northumberland.gov.uk

Date: 7th January 2010

Dear Colleague

Subject: Dealing with indecent or potentially illegal images of pupils

Purpose: To advise schools on the procedures that should be followed when dealing with e-safety incidents that may involve indecent or potentially illegal images of pupils

- | |
|---|
| <p>Action:</p> <ul style="list-style-type: none">• To bring to the attention of all Headteachers, Network Managers, Child Protection and Looked After Children designated leads and for dissemination to all staff.• Please read this letter in conjunction with 'Reporting e-safety incidents' circular letter no G144/09. |
|---|

In the event of any e-safety incident, please follow the procedures outlined in the Northumberland Safeguarding Children's Board flowchart. Guidance on the range of likely minor and major incidents is available in the [schools section of the Becta website](#).

Advice on securing evidence can also be accessed in the [schools section of the Becta website](#). If the school identifies a suspect device (containing for instance indecent images or offences concerning child protection), it should not be used or viewed and advice sought from the Northumbria Police hi-tech crime unit via a local police station, rather than commence your own investigation. To do so may result in the loss of valuable evidence both on and off the premises if suspects inadvertently become aware of raised suspicions. In some circumstances such interference may itself also constitute a criminal offence.



The Internet Watch Foundation (IWF) provides information on dealing with illegal content. **Attached is the IWF best practice guide** (see link given below) on handling indecent or potentially illegal images of children. Any Internet content you believe to be potentially illegal, indecent (including images of child abuse), criminally obscene or of an incitement or racial hatred nature should also be reported to the [Internet Watch Foundation](#).

Any inappropriate or potentially illegal activity with or towards a child online should also be reported to the [Child Exploitation and Online Protection Centre](#).

If a child is in immediate danger or an urgent response is required, contact Northumbria Police

If there are any specific issues arising that you would like to discuss further, please contact richard.taylor@northumberland.gov.uk in the first instance.

Yours sincerely

Richard Taylor
ICT & E-learning Adviser

enc

IWF Best Practice Guide: <https://www.iwf.org.uk/resources/best-practice-guide>

IWF Top Tips: <https://www.iwf.org.uk/resources/best-practice-guide/top-tips>

IWF website: <https://www.iwf.org.uk/>



IWF Best practice Guide

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.

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 safeguarding lead 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 safeguarding lead 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.

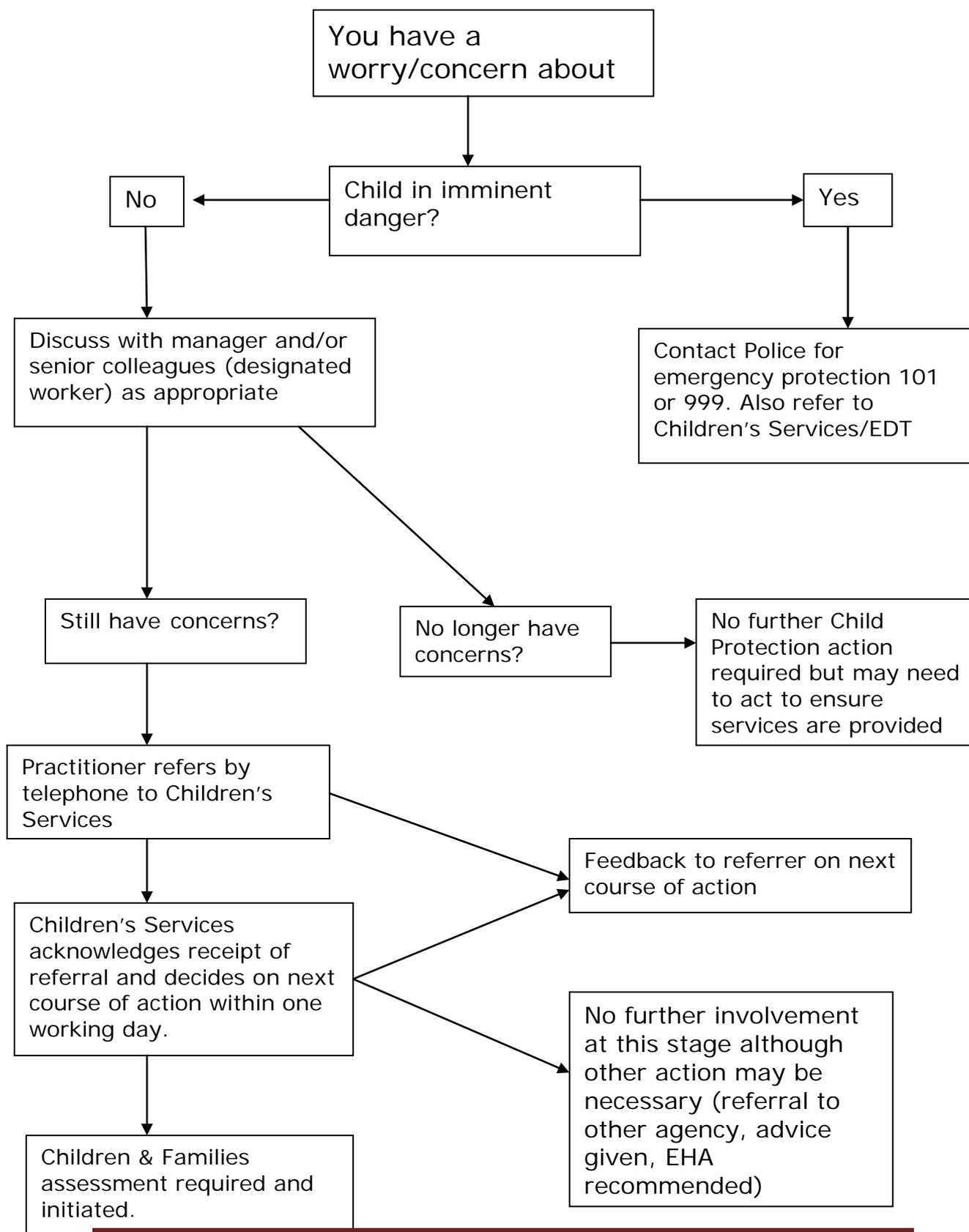
For a list of top tips from the Internet Watch Foundation for dealing with indecent images of children in the workplace click [here](#).

For a list of frequently asked questions of how to deal with indecent images of children in the workplace click [here](#).

Please note: The IWF uses the term child sexual abuse content to accurately reflect the gravity of the images we deal with. Please note that child pornography, child porn and kiddie porn are not acceptable terms. The use of such language acts to legitimise images which are not pornography, rather, they are permanent records of children being sexually exploited and as such should be referred to as child sexual abuse images. If you see such content online please [report](#) them to the IWF.



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 2015 and continues in Working Together 2015.

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.

If there is an allegation against the Headteacher then concerns should be reported directly to the Chair of Governors and LADO.

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

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

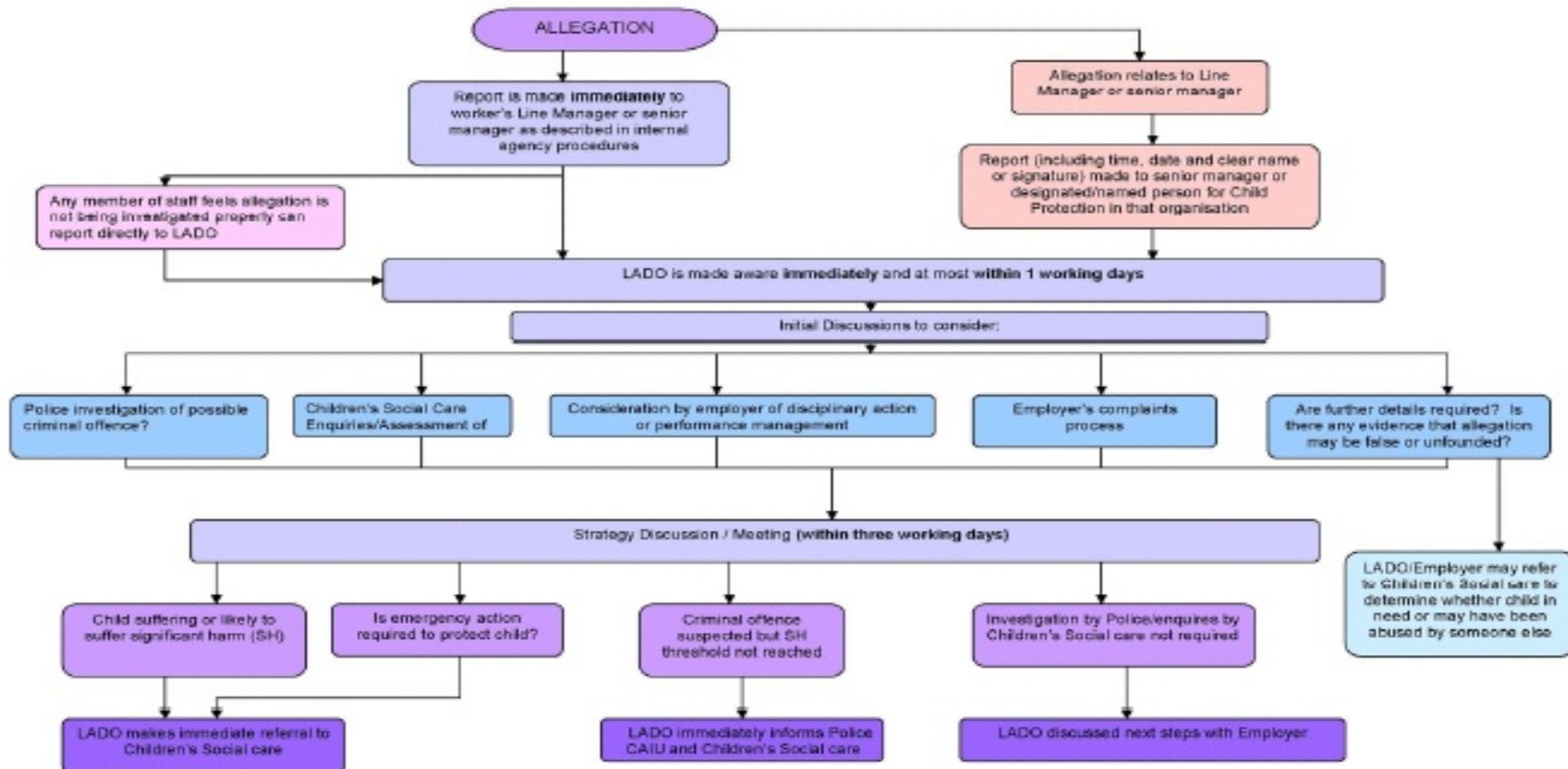
The LADO for Northumberland is **Chris O'Reilly**.

Chris can be contacted by email or telephone:

Chris.O'Reilly@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

Well-kept records are essential to good safeguarding practice. Cramlington Learning Village is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools information sharing and recording polices to ensure recording keeping is compliant.

**Safeguarding Recording within Cramlington Learning Village is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

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 (eg talking to child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with a child protection file, securely, separate 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

The following categories of abuse as described by NSCB are recognised for the purposes of the child protection register. All staff should be aware of these categories and report any concerns to the safeguarding lead.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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.

Physical injury: 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 feigns the symptoms of, or deliberately causes, ill health to a child they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.



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 Board (SCB). This policy describes procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the SCB.
- 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 2015)</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.,) CAF, 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) Who 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 authorityb) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or



	<p>c) They are disabled,</p> <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 2015)</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 a emergency protection order, or</p> <p style="padding-left: 40px;">(ii) is in police protection; and</p> <p>(b) have 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 2015)</i></p>
<p>Common Assessment Framework (CAF)</p> <p>Replaced by the Early Help Assessment process</p>	<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</p>



	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.
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. 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 Board (LSCB)	Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is: <ul style="list-style-type: none"> a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and b) to ensure the effectiveness of what is done by each such person or body for those purposes.
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	The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as: <ul style="list-style-type: none"> a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children 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) c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once d) Registered Child-minding and Foster-Carers
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 of children	<p>Defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • 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 2015)</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>(i) the child has died; or</p> <p>(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 (2015) 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.



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Appendix L

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>