



CRAMLINGTON LEARNING VILLAGE

SAFEGUARDING AND CHILD PROTECTION POLICY

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Responsible Officer	Hayley Teasdale, Designated Safeguarding Lead

Key People:

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Designated Safeguarding Lead	Hayley Teasdale
Safeguarding Support and Supervision	Jill Travers
Deputy Designated Safeguarding Leads	Jill Blackburn Debra Betham Laura Waterston Lisa Marshall
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1.1 Purpose and Aim

Cramlington Learning Village's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. This policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. 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 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 that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of this policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and, where child protection concerns are identified, referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

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 may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Northumberland Strategic Safeguarding Partnership (NSSP) arrangements and inform Children's Services or police of their concern. We expect all our pupils' parents and visitors to share this commitment and understanding.

1.2 Introduction

Cramlington Learning Village fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Cramlington Learning Village's Child Protection Policy:

- 1. Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, child on child abuse and prejudice-based and discriminatory abuse, victimisation, sexual violence and sexual harassment, criminal/sexual exploitation, including county lines and serious violent crime, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, female genital mutilation and forced marriage).
- 2. Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or Children's Services (01670 536 400) directly IF NECESSARY. In certain specific cases such as female genital mutilation (Mandatory reporting of FGM from October 2015), radicalisation or forced marriage there are Single Points of Contact (SPOCS) and individuals within the police who can be contacted).
- 3. Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).

- 4. Support** (for pupils and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes).

1.3 Equality Statement

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 staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to antisocial 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, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison or is affected by parental offending;
- 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;
- is at risk of 'honour'-based abuse such as female genital mutilation or forced marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

(KCSIE 2021)

All staff have a responsibility to recognise child abuse, neglect and peer on peer (child on child) abuse in its many forms. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. 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 additional need or harm are provided in the hyperlinked documents in Appendix I of this policy.

1.4 Framework and Legislation

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Northumberland Strategic Safeguarding

Partnership (NSSP), which includes the partnership of several agencies who work with children and families across the county.

Cramlington Learning Village is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Northumberland Strategic Safeguarding Partnership (NSSP) <https://www.northumberland.gov.uk/Children/Safeguarding/Info.aspx#northumberlandstrategicsafeguardingpartnership.nsp> and partner agencies in all cases where there is a concern about significant harm

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) 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)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Multi-Agency Safeguarding Hub (MASH) undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2021 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained Nursery schools. The Children Acts 1989 and 2004 set out the legal framework.

Roles and Responsibilities

2.1 Roles and Responsibilities for All 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), county lines and serious violent crime, honour based abuse (HBA) inclusive of female genital mutilation (FGM) and forced marriage, preventing radicalisation (extremism, radicalisation and terrorism), harassment, bullying including cyber-bullying, prejudice-based and discriminatory 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; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Staff should be aware that experience and indicators of girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they may be at higher risk of sexual exploitation.

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

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 clearly understand their school's systems and procedures for sharing information to safeguard and promote the welfare of children as shared in this policy;
- ensure each member of staff reads and understands the school's suite of safeguarding policies particularly the Child Protection Policy and Peer on Peer Policy and the Staff Code of Conduct (inclusive of 'Low Level' Concern), especially new or part-time staff
- ensure that they listen to and reflect on the voice of the child at ALL times (taking the child's wishes and feelings into account) and reassuring them that they will take seriously any concerns raised to them by the child and both support them and keep them safe. This will include determining what action to take and what services to provide on behalf of the child (for non-safeguarding concerns);
- ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately and consistently promote a culture of vigilance in school, where concerns are shared and dealt with as soon as possible (However, ALL staff can refer their concerns directly to Children's Services 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 immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. 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 Cramlington Learning Village's Recording and Information Sharing Policy/Procedure. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children;

- ensure that they maintain an attitude of **'it could happen here'** in respect of any safeguarding issues 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 Code of Conduct;
- 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 or drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their 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, that technology is a significant component in many safeguarding and well-being cases and the additional risks for pupils online and continue to promote the school's Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of 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/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet. This includes not using their mobile phones or smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content;
- 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.

2.2 The Role of Designated Safeguarding Lead

Cramlington Learning Village has appointed Hayley Teasdale to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate status, authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare, safeguarding 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 any 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 2021).

At Cramlington Learning Village we have appointed the following Deputy Designated Leads: Jill Blackburn, Debra Betham, Laura Waterston 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.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the duty team at Children's Services (01670 536 400).

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

- Availability
- Manage Referrals
- Work with others
- Information sharing
- Raising Awareness
- Training

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 and in exceptional circumstances availability via phone and/or Google Meet or other such media is acceptable.

Manage Referrals

The Designated Safeguarding Lead is expected to refer cases:

- of suspected abuse to Children's Services and support staff who make referrals to Children's Services;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals through the DSL to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- where a crime may have been committed to the police as required;

Work with others:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners Northumberland Strategic Safeguarding Partnership (NSSP);
- liaise with the Headteachers 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 (Headteachers, or where the Headteachers are the subject of the allegations the Chair of Governors) and the Local Authority Designated Officer, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member);
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, SENDCOs 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 so that children's needs are considered holistically;
- liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Headteachers and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school;
- ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort and;
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes;
- inform LA of any pupil to be deleted from school admission register and follow missing from education guidance;
- 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;
- Hayley Teasdale is the Designated Teacher for looked after children and will promote their educational achievement, including working with the Local Authority's virtual school Headteacher (Jane Walker for Northumberland, Karl Harms for Newcastle and Jane Pickthall for North Tyneside) and discuss how pupil premium funding for looked after children will be used;

Information Sharing and Managing the Child Protection File

The Designated Safeguarding Lead is responsible for ensuring that CPOMS is kept up to date.

Records should include:

- a clear and comprehensive summary of the concern;

- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The DSL will ensure CPOMS is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.

When children leave the school, (including in-year transfers) the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENDCOs are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The Designated Safeguarding Lead will:

- ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part-time staff;
- 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 regarding this;
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the Northumberland Strategic Safeguarding 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 who have or have had a social worker, are experiencing with teachers and school leadership staff.

Training

The Designated Safeguarding Lead (and any deputies) will 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, how to identify,

understand and respond to specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- 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.
- 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.
- understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children's social care in order to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with Northumberland Strategic Safeguarding Partnership, other agencies, organisations and practitioners.
- understand and support the school with regards 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 be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- 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.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, 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 will be regularly 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.

Providing support to staff

The designated Safeguarding Lead will

- support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
 - ensure that staff are supported during the referrals processes
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
 - encourage a culture of listening to children and taking account of their wishes and feelings.
 - support staff to understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- be aware of all school excursions and residential and clarify with educational visit coordinator/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;
- promote a whole school policy about managing behaviour to ensure a good and safe educational environment for all children.

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and provide a safe educational environment for all children;
- ensure staff know there are circumstances when it is appropriate for staff in schools 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;
- promote the whole school policy against bullying/cyber-bullying, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among pupils, is in place, as a stand-alone policy but also covered in the Behaviour and Discipline Policy;

2.3 The Governing Body

The Governing Body should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Keeping Children Safe in Education, 2021.

At Cramlington Learning Village, the lead Governor for safeguarding is Ivan Wintringham.

The role of this individual 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 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 Northumberland Strategic Safeguarding Partnership arrangements and the need for the school to understand their role in effective multi-agency working under the new arrangements.
- review anonymised low level concerns as part of their termly review.

Because the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in safeguarding, which is to:

- ensure that they liaise with the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteachers or member of Governing Body;
- ensure that in the event of allegations of abuse being made against staff (including supply staff, volunteers and contractors) and the Headteachers allegations should be reported directly to the Local Authority Designated Officer (LADO). Therefore, ensuring effective whistleblowing procedures are in place;
- ensure that the appointed member of the Governing Body for safeguarding holds the Headteachers 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 including online safety (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. Governors should also ensure that this training is integrated, aligned and considered as part of the whole school's safeguarding approach and culture of vigilance;

- ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to inappropriate and harmful online content and ensure that staff, pupils and visitors to their site follow their school acceptable use policy / online safety policy. Governors should also ensure that this is regularly reviewed and risk assessed to keep up with evolving cyber-crime technologies;
- ensure that children are taught about safeguarding, keeping themselves safe, including online safety through Relationships and Sex Education and that this approach to teaching is adapted to meet the needs of more vulnerable pupils, victims of abuse and some SEND children;
- ensure there are 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 and Disability (SEND). 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 SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers;
- ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place;
- ensure that where school premises are rented or hired to organisations or individuals that appropriate arrangements are in place to keep children safe.

2.4 The Headteachers

- ensure that the child protection policy and procedures are implemented and followed by all staff
- allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputies to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- contact the LADO when an allegation is made against a member of staff, seeking advice and then work with the LADO to follow the advice received
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

3. Procedures to ensure children are safe

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

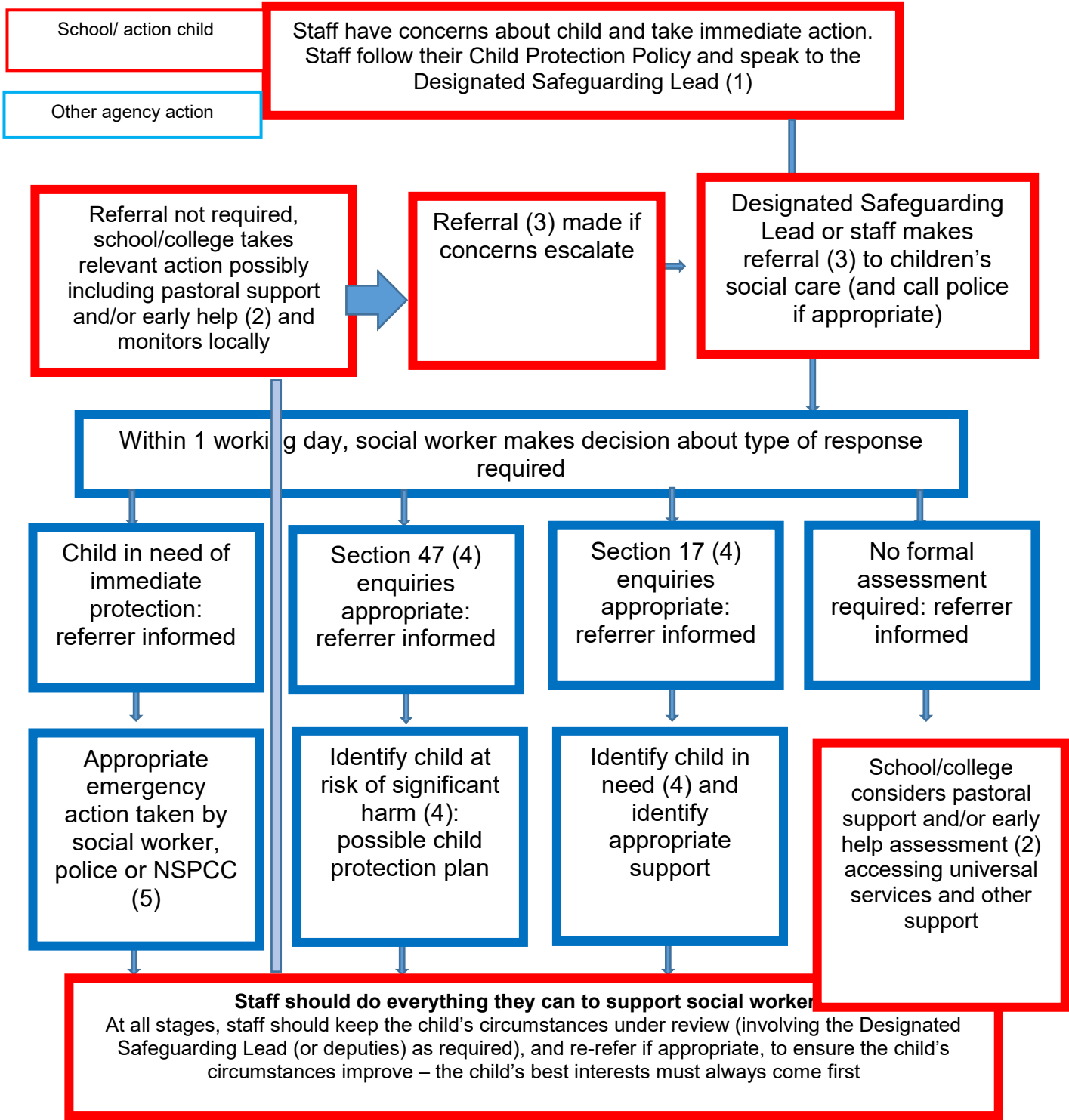
The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- 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).

3.1

Actions where there are concerns about a child From KCSIE 2021



1. In cases which also involve a concern or allegation of abuse against a staff member, see part 4 of KCSIE2021
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
5. This could include applying for an Emergency Protection Order (EPO).

3.2 Whistle Blowing

Cramlington Learning Village's Whistleblowing/ Confidential Reporting Policy provides guidance to staff and volunteers and contractors on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

3.3 Management of a safeguarding concern or allegation about an adult

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then this should be referred to the Headteachers; and where there are concerns/allegations about the Headteachers, this should be referred to the Chair of Governors.

Consultation without delay with the Local Authority Designated Officer Carol Glasper (01670 623 979) will determine what action follows.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the LADO. See Appendix B

Where this concern does not meet the harm threshold, all staff should continue to follow the staff code of conduct inclusive of 'low-level' concerns and share information with the Headteachers.

This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold. See Appendix B

3.4 Training and Support

All staff members should be aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy, the peer on peer policy, the Behaviour Policy (which should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Code of Conduct (inclusive of 'Low Level' Concern), the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and curriculum planning. The Governing Body decides the frequency and content of this CPD. At Cramlington Learning Village our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

3.5 Professional Confidentiality

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.

3.6 Record Keeping

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

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 records include, a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action, and Outcome). All staff will follow the school's Information Sharing and Recording Procedures to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need to know basis.

Safeguarding recording within Cramlington Learning Village is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. We started electronic recording in 2013. All recording prior to this is in paper format.

Supporting Children

4.1 Domestic Violence

Cramlington Learning Village recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Cramlington Learning Village may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils' homes.

4.2 Peer on Peer Abuse

Cramlington Learning Village also recognises 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 as part of our schools zero tolerance approach to unacceptable behaviour. 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 Peer on Peer Abuse Policy

4.3 Children with Special Educational Needs and Disabilities

Cramlington Learning Village recognises that, statistically, children with SEN and disabilities can face additional safeguarding challenges. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed.

Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, the school will consider extra pastoral support for children with SEND and certain medical conditions.

Therefore, Cramlington Learning Village will endeavour to support all its pupils through:

- the curriculum - to encourage self-esteem, self-motivation, self-protection;
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills;
- a curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain;
- 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 SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime;
- a whole school approach to online safety that considers the four areas of risk:
Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.
Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams;
- a Behaviour Policy;
- liaison with other professionals and agencies who support children and parents;
- a commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so;
- the development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

5 Supporting Policies

This policy **MUST** be read in conjunction with other related school policies.

These include:

- **School Recruitment and Selection Policy** - inclusive of safer recruitment guidance and regulation, for example a **Single Central Record** which demonstrates the pre-employment 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, for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement
- Recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school. School Staffing (England) Regulations 2009, Regulation 9: require Governing Bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2021 and Working Together 2018
- **Staff Code of Conduct** (inclusive of 'Low Level' Concerns). The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults
- the school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust)
- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching
- **Anti-Bullying Policy/Online Bullying Policy**
- **Peer on Peer/Child on Child Abuse Policy;**
- **Special Education Needs Policy**
- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC;

- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Remote/Home learning Guidance** inclusive of all expectations for children learning at home
- **Photographic & Digital Imagery Guidance** with parental consent forms annually signed;
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance;
- **Administration of Medicines Policy** and procedures with trained staff who manage this;
- **Pupils with Medical Needs Policy** and implications for the workforce, pupils and partnership with parents;
- **Attendance Management Policy** - school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible;
- **Missing Children Guidance** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses;
- **Complaints Policy**
- **Whistle Blowing Policy;**
- **Information Sharing Guidance** (internal and external exchange of information);
- **Data Retention Policy**
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) 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;
- **Mental Health and Wellbeing Policy**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values;
- **Relationship and Sex education (RSE) Policy (Secondary)** inclusive Health Education content.

**Northumberland Strategic Safeguarding Partnership Policies
Can be found on the NCC website**

- 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

This policy template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2021, this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national and local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) Sept 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Education and Training (Welfare of Children) Act 2021

<https://www.legislation.gov.uk/en/ukpga/2021/16/enacted>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Domestic Abuse Act 2021

<https://www.gov.uk/government/publications/domestic-abuse-act-2021-commencement-schedule/domestic-abuse-act-2021-commencement-schedule>

Modern Slavery and the National Referral Mechanism

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

Cybercrime

<https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

The Prevent duty

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Children and Social Work Act 2017

<https://www.legislation.gov.uk/ukpga/2017/16>

This policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

Appendix A Guidance

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	<u>What to do if you're worried a child is being abused</u>	DfE advice
	<u>Domestic abuse: Various Information/Guidance</u>	Home Office (HO)
	<u>Faith based abuse: National Action Plan</u>	DfE advice
	<u>Relationship abuse: disrespect nobody</u>	Home Office website
	<u>Tackling Child Sexual Abuse Strategy</u>	Home Office Policy Paper
	<u>Together we can stop child sexual abuse</u>	HM Government campaign
Bullying	<u>Preventing bullying including cyberbullying</u>	DfE advice
Children missing from education, home or care	<u>Children missing education</u>	DfE statutory guidance
	<u>Child missing from home or care</u>	DfE statutory guidance
	<u>Children and adults missing strategy</u>	Home Office strategy
Children with family members in prison	<u>National Information Centre on Children of Offenders</u>	Barnardo's in partnership with HM Prison and Probation Service
Child Exploitation	<u>Trafficking: safeguarding children</u>	DfE and HO guidance
	<u>Care of unaccompanied and trafficked children</u>	DfE statutory guidance
	<u>Modern slavery: how to identify and support victims</u>	HO statutory guidance
Drugs	<u>Drug Strategy 2017</u>	Home Office strategy
	<u>Information and advice on drugs</u>	Talk to Frank website
	<u>Drug and Alcohol education – teacher guidance & evidence review</u>	PSHE Association website
(so called) "Honour Based Abuse" including FGM and forced marriage	<u>Female genital mutilation: information and resources</u>	Home Office guidance
	<u>Female genital mutilation: multi agency statutory guidance</u>	DfE, DH and HO statutory guidance
	<u>fmufcdo.gov.uk</u>	Forced Marriage Unit (FMU) statutory guidance
	<u>FGM resource pack</u>	HM Government guidance

Health and Well-being	<u>Fabricated or induced illness: safeguarding children</u>	DfE, DH, HO
	<u>Rise Above: Free PSHE resources on health, wellbeing and resilience</u>	Public Health England
	<u>Medical-conditions: supporting pupils at school</u>	DfE statutory guidance
	<u>Mental health and behaviour</u>	DfE advice
Homelessness	<u>Homelessness: How local authorities should exercise their functions</u>	Ministry of Housing, Communities & Local Government guidance
Private Fostering	<u>Private fostering: local authorities</u>	DfE statutory guidance
Radicalisation	<u>Prevent duty guidance</u>	Home Office guidance
	<u>Prevent duty: additional advice for schools and childcare providers</u>	DfE advice
	<u>Educate Against Hate Website</u>	DfE and Home Office advice
	<u>Prevent for FE and Training</u>	Education and Training Foundation (ETF)
Violence	<u>Serious violence strategy</u>	Home Office Strategy
	Factors linked to serious violence and how these factors can be used to identify individuals for intervention	Home Office
	<u>Youth Endowment Fund</u>	Home Office
	<u>Gangs and youth violence: for schools and colleges</u>	Home Office advice
	<u>Ending violence against women and girls 2016-2020 strategy</u>	Home Office strategy
	<u>Violence against women and girls: national statement of expectations for victims</u>	Home Office guidance
	<u>Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)</u>	Home Office strategy
	<u>Sexual violence and sexual harassment between children in schools and colleges</u>	DfE advice

Appendix B From Model Child Protection and Safeguarding Policy: NCC and NSSP

Dealing with Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

We recognise the possibility that adults working in the school, including governors, volunteers, contractors, supply teachers and agency staff, may harm children.

Any concerns about the conduct of other adults: members of staff, supply teachers, volunteers or contractors should be reported to the headteachers without delay; any concerns about the headteachers should be taken to the Chair of Governors.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteachers have to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteachers should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018.

It is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

What is a Local Authority Designated Officer (LADO)?

The role of the LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2018.

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 Headteachers 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. **Schools should seek advice from the LADO as soon as an allegation is made.**

The LADO coordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – The LADO for

Northumberland is **Carol Glasper**

Carol.Glasper@northumberland.gov.uk

lado@northumberland.gov.uk **01670 623979**

Appendix C: 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
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)	<p>Carol Glasper LADO for all allegations against professionals who work with children- school staff 01670 623605</p> <p>Hugh Cadwallader centrally employed education staff 01670 623126</p>
CP Allegations relating to school transport	<p>Carol Glasper LADO 01670 623979</p>
Model CP Policy for schools	<p>Jane Walker 01670 622734</p>
Policy on use of restraint in schools	<p>Jill Varney 01670 624184</p>
Recruitment and Selection/Vetting and Barring	<p>Hugh Cadwallader 01670 623126</p>
Coordination of Training Requirements for Designated staff (CP)	<p>Anne Lambert 01670 623159</p>
MAPPA (Multi-Agency Public Protection Arrangements) – Risk Management re individuals who may pose a risk to children	<p>Patrick Boyle MAPPA 01670 624035</p>
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	<p>Jane Walker 01670 622767</p>

Children Missing from Education	<p>Sarah Wintringham Principal Education Welfare Officer 07584 273772</p> <p>Dawn Westerby CLV Education Welfare Officer 07795 450751</p>
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Appendix D

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:

- 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;
- have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 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;
- 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;
- 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;
- 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;
- 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;

- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 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.
- 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;
- 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;
- 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;
- 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 (Sept 2021)**'
- 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 E

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 F

Children who go missing from education

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

All children, regardless of their circumstances, are entitled to a full time education which is appropriate to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

Northumberland County Council (NCC) is committed to ensuring children and young people can return to a suitable form of education as quickly as possible, therefore it is imperative that all professionals who have contact with young people work together to identify these children. We also rely on members of the public alerting us to children who may be missing from education.

This document outlines the procedures that are to be followed within Northumberland to identify, locate and engage children who are CME and to ensure that NCC is effectively meeting its legal obligations under the Education Act (1996) Section 436A of the Education Act 1996 outlines the local authority's duties to have arrangements in place which enable them to establish the identities of children in their area who are not registered pupils at a school, and who are not receiving suitable education otherwise than at a school. The local authority should consult the parents/carers of the child when establishing whether the child is receiving suitable education. Local authorities should have procedures in place to prevent children becoming CME. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. Local Authorities must report robustly on school age children who are not in full-time education. This duty only relates to children of compulsory school age.

This policy document is intended to ensure that within Northumberland there is a clear, multiagency route in place accessible to and understood by all, outlining the procedures to follow should a child who is missing from education be identified. The Children's Act 2004 places a duty on all agencies to work together to promote the welfare of the child and to share information to support this requirement. It is expected that all agencies working in Northumberland will work with the Education Welfare team to support this policy and follow the procedures in order to safeguard the education of children residing in Northumberland.

Full policy available here:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Looked%20after%20children/Virtual%20School/Children-Missing-Education-procedures-March-2019.pdf>

Appendix G

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.

Appendix H

School Child Protection Files – a guide to good practice

Child protection file should include:

- copy of referral form
- minutes of strategy meetings
- any written submission to a child protection conference / child protection plan review
- minutes of child protection conference / child protection plan reviews
- log of phone calls / contact with parent/carer and professionals

All safeguarding concerns raised with the DSL, (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the 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 DSL.

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 I

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 Headteachers will be kept informed at all times.

Appendix J Further Advice

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 FM

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 urinary 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**.

The Prevent duty

The Prevent duty is the **duty in the Counter-Terrorism and Security Act 2015** on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. The aim of the Prevent strategy is **to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism**. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

Full details can be found here:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales>

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 Strategic Safeguarding 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 Strategic Safeguarding 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.

Modern Slavery and the National Referral Mechanism

The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.

Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses:

- human trafficking;
- slavery, servitude, and forced or compulsory labour;

Full details can be found here: <https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>

Cybercrime

Advice for schools can be found here:

<https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>

Advice for parents can be found here: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Appendix K Definitions

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>

<p>Child in need</p>	<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>
<p>Child protection</p>	<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. <i>(Definition provided by Working Together 2018)</i></p>
<p>Child protection enquiry</p>	<p>Where a local authority:</p> <ul style="list-style-type: none"> (a) are informed that a child who lives, or is found, in their area <ul style="list-style-type: none"> (i) is the subject of an emergency protection order, or (ii) is in police protection; and (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>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>
<p>Child Sexual Exploitation (CSE)</p>	<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	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. <i>(Definition provided by Working Together 2018)</i>
Child and Family Assessment	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.
Disclosure and Barring Service (DBS)	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). The DBS is responsible for: <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. 01670 536400
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 Partnerships (replacing Local Safeguarding Children Boards)	<p>The Children and Social Work Act (2017) set out provisions to replace Local Safeguarding Children Boards with new flexible working arrangements. The Act places new duties on 'three Safeguarding Partners', namely the Local Authority, Police and Clinical Commissioning Groups to work together, and with other partners locally (known as Relevant Agencies), to safeguard and promote the welfare of all children in their area. The three safeguarding partners should agree on ways to coordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.</p> <p>In Northumberland, the new arrangements are known as the Northumberland Strategic Safeguarding Partnership.</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 gives 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: 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 Referral 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 2018)</i></p>
Section 17	<p>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.</p>
Section 47 Enquiry	<p>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.</p>
Senior Manager	<p>Manager in any agency above the first line manager.</p>
Child Safeguarding Practice Review (previously Serious Case Review)	<p>The Children and Social Work Act 2017 introduced a new system of national and local Child Safeguarding Practice Reviews to replace the previous Serious Case Review system. The Act requires the safeguarding partners for a local authority area in England make arrangements in accordance to identify serious child safeguarding cases which raise issues of importance in relation to the area, and for those cases to be reviewed under the supervision of the safeguarding partners, where they consider it appropriate.</p> <p>A Child Safeguarding Practice Review is undertaken when a child dies or the child has been seriously harmed and there is cause for concern as to the way organisations worked together. The purpose of a review is for agencies and individuals to learn lessons that improve the way in which they work, both individually and collectively, to safeguard and promote the welfare of children.</p>
Social Worker or Child's Social Worker	<p>Social work qualified professionals with case responsibility.</p>
Staff / staff member	<p>Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.</p>

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.
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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.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>