

# **Hadrian Learning Trust**

## **Safeguarding and Child Protection Policy**

**September 2024**

Next annual update: August 2025

# Safeguarding & Child Protection Policy

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### **Child Protection - Key personnel**

**The designated safeguarding lead (DSL) for child protection at each school**

**is: QEHS:** Hattie Curry

Contact details: email: [admin@qehs.net](mailto:admin@qehs.net); tel: 01434 610300

**HMS:** Mark Stephenson

Contact details: email: [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk); tel: 01434 610300

**The deputy designated safeguarding leads are:**

**QEHS:** Emerson Brown (Y12 & 13), Alex Robson (Y9-11)

**HMS:** Duncan Scott (KS3), Stuart Rutherford-Orrick (KS2)

**The designated persons for looked-after children (LAC) are:**

**QEHS:** Hattie Curry

**HMS:** Mark Stephenson

**Online safety co-ordinator is:**

**HMS/QEHS:** Dave Todd

**Senior mental health leads are:**

**QEHS:** Andy Hedley

**HMS:** Paul Freeman-Myers & Duncan Scot

**The nominated safeguarding and child protection trustee for both schools**

**is:** Florrie Darling, Contact details:

**QEHS:** via the Clerk to the Trust Board [admin@qehs.net](mailto:admin@qehs.net); tel: 01434 610300

**HMS:** via the Clerk to the Trust Board [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk); tel: 01434 610300

**The Executive Headteacher is:** Graeme Atkins

**The QEHS Head of School is:** Neil Seaton

**The HMS Head of School is:** Liam Watters

**The Chair of the Trust Board is:** Kate MacLachlan

**Contact details:** via the Clerk to the Trust Board [admin@qehs.net](mailto:admin@qehs.net) tel: 01434 610300

## 1. Policy statement and principles

Early years settings, schools and further education and skills providers should be safe environments where children, learners and vulnerable adults can learn and develop. To ensure the school setting meets these requirements children's and learners' welfare is promoted and where timely and appropriate safeguarding action is taken for children or learners who need early help or who may be suffering, or likely to suffer, harm. By achieving this the school/setting is ensuring they met the requirements set out by Ofsted who will 'evaluate how well providers fulfil their statutory and other responsibilities and how well staff exercise their professional judgement in keeping children and learners safe.' School policy and practice is also established to meet the requirements set out by our safeguarding partners Northumberland Children's and Adult's Strategic Safeguarding Partnership (NCASP).

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students/pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. Within Hadrian Learning Trust pupils/students are taught about safeguarding, including online, through various teaching and learning opportunities and the school is fully committed to this as part of the delivery of a broad and balanced curriculum.

The procedures contained in this policy apply to all staff, volunteers, visitors and Trustees and are consistent with those of the Local Safeguarding Children Board i.e. Northumberland Children's and Adults' Strategic Safeguarding Partnership (NCASP).

Hadrian Learning Trust is committed to a **culture of vigilance** where pupils' and students' welfare are promoted and where timely and appropriate safeguarding action is taken for pupils and students who need extra help or who may be suffering or likely to suffer harm. This policy contributes to the Trust's commitment to all local and national requirements.

This policy is shared with all staff and volunteers, is available on each school's website and is available from the main school offices in hard copy format.

### 1.1 Policy principles

- Safeguarding our pupils and students and promoting their welfare is of paramount importance.
- A safely recruited, well-trained workforce that takes its safeguarding responsibilities seriously is an essential component of an effective safeguarding culture.
- Hadrian Learning Trust maintains an attitude of "it could happen here".
- Active oversight by the Trust Board via the monitoring and reporting back undertaken by the nominated Trustee and Executive Headteacher, will continue to ensure that each school's safeguarding arrangements are as they should be.
- This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- We recognise the need to assess the risk and issues in the wider community when considering the wellbeing and safety of our pupils
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Students/pupils and staff involved in child protection issues will receive appropriate support.

### 1.2 Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent outstanding practice.
- To demonstrate each schools' commitment to child protection, to students/pupils, parents and other

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partners.

- To contribute to the schools' wider safeguarding responsibilities.

### **Key terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's physical or 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### 2. Safeguarding legislation and guidance

- The statutory guidance, [Keeping Children Safe in Education 2024](#), is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. All staff must read and indicate they have understood (and sign to confirm this) Part One and Annexes A and B of this guidance and staff can find a copy in the shared area. Annual, ongoing updates will ensure staff are able to discharge their safeguarding duties effectively. All staff must read, and **evidence** that they understand the content of, Part One and Annexes A and B of this guidance and have all been issued with a copy electronically. A record to confirm this is held via Access.
- The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance, Working Together to Safeguarding Children 2018, covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for safeguarding to monitor the effectiveness of local services, including safeguarding arrangements in schools. As stated in this guidance schools are relevant agencies in the new safeguarding arrangements established by the three key safeguarding partners (the LA, the CCG and the police)
- The Trust Board will ensure that all staff have read the appropriate sections of this guidance (Part 1 and Annexes A and B) and will ensure the necessary mechanisms are in place to assist staff to understand and discharge their roles and responsibilities.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and copies are available [here](#).

Due to their day-to-day contact with students/pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

At QEHS and at HMS, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with health conditions, SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL (Designated Safeguarding Leads) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Due to their day-to-day contact with students/pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when

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they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

### 3. Key leadership and management roles and responsibilities

#### 3.1 The Designated Safeguarding Lead (DSL)

The role of the Designated Safeguarding Lead is outlined in Annex B of [Keeping Children Safe in Education 2024](#). The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, receiving annual updates and refresher training provided by the Local Authority, on behalf of the safeguarding partners every two years. In Northumberland the expectation is that the DSL attends a half day refresher, facilitated by the LA (Local Authority) every two years and on the alternate year they attend safeguarding training relevant to their school and local context, supporting their professional development and delivered by suitably qualified providers
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of Northumberland Children's and Adult's Strategic Safeguarding Partnership (NCASP) procedures  
<https://www.proceduresonline.com/northumberlandcs/index.html>
- makes staff aware of NCASP training courses (all available through Learning Together <http://ncc.learningpool.com/>) and the latest policies and procedures on safeguarding
- understands locally agreed processes for providing early help and intervention  
<https://www.northumberland.gov.uk/Children/Family/Support.aspx>
- keeps detailed written records of all concerns, ensuring that such records are stored securely, but kept separate from the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan has unexplained absences
- ensures that when a pupil leaves the school, their child protection file is sent securely to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker should also be informed of the change in school
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- ensures that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so
- develops effective links with relevant statutory and voluntary agencies including the NCASP
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and trustees
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- ensures a record of staff attendance at child protection and safeguarding training is maintained
- ensures staff are kept up to date with key priorities within the LA, including learning from serious practice reviews
- makes the child protection & safeguarding policy available publicly, on the school's website
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- has the lead role for Operation Encompass and Operation Endeavour in the school and ensures the school meets all requirements set out in the LA procedures
- work with others to ensure that the school's filtering and monitoring systems are functional and effective
- reports concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and refer cases by e-mail to OneCall. If the matter is urgent then Police must be



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contacted by dialling 999. In cases where further advice from the Police is sought dial 101. The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264)

- meets all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2024.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

**If the DSL (or deputy) are not available, staff should contact a member of the leadership team to seek advice. Advice can also be sought from colleagues in One Call, the Local Authority's single point of access on 01670 536400**

### **3.2 The deputy designated person(s):**

Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students/pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

### **3.3 The Executive Headteacher:**

- ensures that the Safeguarding and child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students/pupils and attendance at strategy discussions and other necessary meetings;
- updates the content of staff training regularly;
- ensures 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;
- ensures that students/pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- ensures appropriate liaison with the designated officer where an allegation is made against a member of staff;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **3.4 The Trust Board:**

The Trust Board adheres to its responsibilities specified in Part Two of [Keeping Children Safe in Education 2024](#). It ensures that each school:

- facilitates a whole-school approach to safeguarding;
- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- ensures that the DSL role is explicit in the role holder's job description;
- evaluates and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation;
- has a staff [code of conduct](#), which is made available publicly on the schools' websites;
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher and allegations against other children;
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations;
- ensures a training strategy that ensures all staff, including the head teacher, receive information about the schools' safeguarding arrangements, staff [code of conduct](#) and the role of the DSL on induction, and appropriate child protection training, which is regularly updated. The DSL receives face to face refresher training at two-yearly intervals with annual updates in line with the Local Safeguarding Board requirements;
- ensures that all staff, including temporary staff and volunteers are provided with the schools' child

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protection policy and staff [code of conduct](#);

- ensures that the school contributes to early help arrangements and inter agency working and plans;
- provides a coordinated offer of early help when additional needs of children are identified;
- considers how students/pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum;
- ensures that the child's wishes are taken into account when determining action to be taken or services to be provided.

The Trust Board will nominate a Trustee (typically the Chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Executive Headteacher.

It is the responsibility of the Trust Board to ensure that the schools' safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority, the NCASP and national guidance.

An annual audit (s175) will be submitted, as required, to the local authority, including an action plan. The Trust Board should have oversight of the audit and the lead trustee should work in conjunction with the DSLs to ensure any gaps or areas of concern are addressed without delay.

Members of the Trust Board take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

### 4. All Staff – responsibilities, good practice guidelines and code of conduct

All staff will read and understand part 1 and annexes A and B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2024](#) and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff [code of conduct](#), the role and identity of the designated safeguarding lead (DSL) and deputy, the Online Safety policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

#### 4.1 Good practice

This includes:

- treating all students/pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving students/pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among students/pupils
- being a good listener;
- being alert to changes in students/pupils' behaviour and to signs of abuse, neglect and exploitation;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the schools' child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, child criminal exploitation (CCE), extremism, e-safety, sharing of nudes or semi-nudes and information-sharing;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between; students/pupils and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some students/pupils lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with school, national and NCASP procedures;
- referring all concerns about a pupil's/student's safety and welfare to the DSL, or, if necessary directly to police or children's social care. All concerns should be recorded in writing and subsequently logged in Safeguard My School;
- following the schools' rules with regard to relationships with students/pupils and communication with students/pupils, including on social media.

### 4.1 Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students/pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Further guidance can be found in the [code of conduct](#) and Online Safety policy.

There are occasions where staff may work closely with one or a small group of students in their classrooms to complete revision or additional support for their subject. In these cases it is advised that the following steps are taken:

- Staff should inform their line manager of the planned session.
- Staff should work with the door open and within view of the corridor.
- Sessions should not continue for an undue length of time and should be concluded by 5pm, unless there is line management approval of a longer session.

### 4.2 Abuse of position of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students/pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The schools' [Code of Conduct](#) sets out our expectations of staff and a read and understood receipt is returned.

### 4.3 Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. All staff will be directed to read Part 1 of [Keeping Children Safe in Education 2024](#) and Annexes A & B and will sign an online declaration to say they have read the guidance.

New staff and trustees will receive a briefing during their induction, which includes the schools' child protection policy and staff [Code of Conduct](#), reporting and recording arrangements, and details for the DSL. All staff, including the head teacher (unless the head teacher is the DSL) and trustees will receive training, including online safety, that is regularly updated.

The NCASP recommends staff receive annual updates and a detailed programme (either online or face to face) at least every three years. The DSL (and deputies) will receive annual safeguarding training, with subjects to reflect local and national priorities and including a refresher session on their roles and responsibilities every two years.

All staff sign to confirm they have received a copy of the child protection and safeguarding policy and staff code of conduct and have read Keeping Children Safe in Education (Part 1 and Annexes A and B).

Supply staff and other visiting staff will be given relevant safeguarding information, which will be made available to them on their arrival.

### 4.4 Helping children to keep themselves safe

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. Students are taught to recognise when they are at risk and how to get help when they need it. We will regularly raise awareness of child protection issues and equip children with the skills to keep them safe.

The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;

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- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse, develop resilience and that they know to whom to turn for help.

## **5. Recognising abuse**

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

Abuse may be committed by adult men or women and by other children and young people. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

**The four types of abuse are physical, sexual, emotional and neglect.**

Details of the definitions of the 4 types of abuse are included as **Appendix B**

### 6. Circumstances where children may be particularly vulnerable

Detailed below are a number of specific categories where there is evidence of increased vulnerability, and all school staff understand the need to be particularly vigilant, taking advice from the DSL if they believe they identify a child who may need extra support or referred to an external agency.

**The links will take the DSL to the relevant pages of the regional North and South of Tyne Safeguarding Children partnership manual or relevant DfE documents**

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

To ensure that all of our students/pupils receive equal protection, we will give special consideration to children who are:

- displaying early signs of abuse and/or neglect
- looked after or returned home after a period of care
- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse or parental mental health needs or misusing substances themselves
- asylum seekers
- living away from home or in temporary accommodation
- vulnerable to being bullied, or engaging in bullying
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism or being radicalised
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- frequently missing/goes missing from care or from home
- at risk of modern slavery, trafficking or exploitation (inc County Lines)
- children who are absent from education
- privately fostered
- It is also worth noting that The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.' This is sometimes referred to as contextual safeguarding.

### 6.1 Children with special education needs and disabilities

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying)
- than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges We offer extra
  - pastoral support for these pupils. This includes:
  - A named Learning Support Assistant for each pupil/student on the SEN register
  - A safe, quiet space to go at break and lunch
  - Regular check-ins with key staff

### 6.1 Looked after and previously looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated person for LAC and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

### 6.2 Children who are absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or



- e. are permanently excluded

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

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date. The school's behaviour and attendance lead will submit a monthly return to the LA, indicating children missing education and the DSL must review this submission before it is sent to ensure they are aware of any concerns or can add additional information

The school procedures reflect the latest DfE guidance

[Working-together-to-improve-school-attendance](#) and [Children-missing-education guidance](#)

The LA guidance is available on the Virtual School web page

<https://www.northumberland.gov.uk/Children/Looked-after/Virtual.aspx#childrennotinschool>

### 6.3 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

### 6.4 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Hadrian Learning Trust, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to relevant members of staff.

### 6.5 Bullying

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Policy and procedures can be found on the website and referenced in student/pupil planners. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures.

### 6.6 Mental health

All staff at the Trust are made 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.

School staff are not expected, or trained, to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

### 6.7 Children/young people with sexually harmful behaviour (please also refer to Appendix I)

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

### 6.8 Child on child abuse including sexual violence and sexual harassment

Staff should be aware that safeguarding issues can manifest themselves as child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence, gender based violence, initiation- type violence and rituals and sending nude images. Abuse is abuse and should never be tolerated or passed off as 'banter' or part of growing up. Different gender issues can be prevalent when dealing with child on child abuse and this must always be considered when cases are reviewed. This school maintains a zero tolerance approach to any forms of sexual violence or sexual harassment. At our school we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm from adults and other children. We recognise that some students will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. This could include physical abuse, emotional abuse, sexual abuse and sexual exploitation and also include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It is likely that to be considered a safeguarding allegation, some of the following features will be found:

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

To support young people in this situation we will follow our usual safeguarding procedures ensuring all information is recorded and reported to the DSL.

Considering confidentiality and anonymity: This school recognises that in cases related to reports of sexual violence and sexual harassment there may be situations where the young person asks the school not to tell anyone about the incident and all staff are aware of their duty to report concerns to the DSL.

Risk Assessments: Report of sexual violence or sexual harassment will include the time and location of the incident and subsequent risk assessments will include any actions required to make the location safer.

Impact on any siblings: The school recognises the importance of understanding intra-familial harms and will identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

**With regard to child on child sexual violence and sexual harassment specifically**, we will implement the guidance in Part 5 of [Keeping Children Safe in Education 2024](#). This part of the statutory guidance is about how schools and colleges should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online. As set out in Part one of this guidance, all staff working at Hadrian Learning Trust are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

In cases of 'sexting' we will adhere to the guidance given to schools and colleges by the DfE - Sharing Nudes and Semi Nudes: how to respond to an incident, published December 2020.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

### 6.9 Sexual exploitation of children

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The school includes the risks of sexual exploitation in the RHSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

### 6.10 Criminal exploitation of children

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity and includes drug networks or gangs grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

See Appendix A for further details.

### 6.11 Domestic abuse

Our school is fully engaged in Operation Encompass and we recognise the importance of all staff having a basic understanding in relation to domestic abuse and the impact it can have on children. The Trust notifies all parents that we are partners with the LA and police in relation to Operation Encompass and new staff receive a briefing as part of their induction.

Staff understand that violence perpetrated by a child on their parent (Child to Parent Violence and Abuse CPVA) is also a form of domestic abuse and as such will seek advice from the DSL when they are made aware of such incidents

See Appendix 1

### 6.12 Serious violence

All staff should be aware of indicators, which may signal that 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.

### 6.13 Honour based violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### 6.14 Female Genital Mutilation

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of

14 years imprisonment or a fine, or both.

See Appendix A for further details

[Female Genital Mutilation \(trixonline.co.uk\)](https://trixonline.co.uk)

### 6.16 Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

[Forced Marriage \(trixonline.co.uk\)](https://trixonline.co.uk)

See Appendix A for further details.

### 6.17 Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Nationally, Islamic extremism is the most widely publicised form however schools should also remain alert to the risk of radicalisation into white supremacy and extreme right wing factions

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students/pupils to discuss issues of religion, ethnicity and culture and The Trust follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

See Appendix A for further details.

### 6.18 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. See Appendix A for additional information regarding contextual safeguarding.

### **7. Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

#### **7.1 Impact of abuse**

The impact of abuse including neglect and exploitation should not be underestimated. It is devastating for the child and can also result in distress and anxiety for staff who become involved. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

#### **7.2 Our approach**

We will support students/pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- where a member of staff is the subject of an allegation made by a pupil, ensure that lines of communication are maintained
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies
- providing access to supervision for those staff dealing with child protection issues

### 8. Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". All school staff need to understand the need to be particularly vigilant, taking advice from the DSL if they believe they identify a child who may need extra support or referred to an external agency. Staff must also ensure they are extra vigilant whilst working in the period post lockdown and whilst we continue to address the ongoing health and safety issues relating to the global pandemic.

#### 8.1 Key points for staff to remember for taking action

- Report your concern as soon as possible to the DSL, or deputy DSL, definitely by the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Ensure you complete a written account which is signed and dated on appropriate paperwork (forms CP1 and CP2) or via the online monitoring system.
- Contact children's services directly or, if necessary call 999.
- Seek support for yourself if you are distressed.

#### 8.2 If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, or their patterns of attendance may have altered. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use Safeguard my School to record these early concerns see Appendix C. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process

["http://www.northumberland.gov.uk/Children/Family/Support.aspx?earlyhelpassessmentforms"](http://www.northumberland.gov.uk/Children/Family/Support.aspx?earlyhelpassessmentforms)

#### 8.3 If a pupil discloses to you

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

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

During their conversations with the students/pupils, staff will:

- allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- **under no circumstances** ask investigative questions – such as how many times this has happened,

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whether it happens to siblings too, or what does the pupil's mother think about all this;

- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves;
- write up their conversation as soon as possible on Safeguard my School;
- do not disclose information to anyone else unless told to do so by a relevant authority involved in the safeguarding process;
- seek support if they feel distressed.

### 8.4 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

**Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

**Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.** Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### 8.5 Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

### 8.6 Referral to children's social care

- **The DSL will make a referral to children's social care** if it is believed that a pupil is **suffering or is at risk of suffering significant harm or neglect**.
- The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- In most circumstances staff should refer concerns to the DSL who will then take appropriate action,



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however any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

- The DSL should keep relevant staff informed about actions taken, they do not need to share all information but staff must be confident their concerns have been actioned

### 8.7 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead or the Deputy DSL, Executive Headteacher, Head of School or Chair of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, [Keeping Children Safe in Education 2024](#) emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information, including Operation Encompass and Operation Endeavour notifications will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share. Child Protection recording forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Child protection information, including Operation Encompass and Operation Endeavour notifications will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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

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

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

### 8.8 The child's wishes

Where there is a safeguarding concern, trustees, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

If the student is over 18, and is not a danger to themselves, permission must be obtained from the student to share the information they have disclosed with outside agencies. We recognise that some procedures are different for those young people and adults over the age of 18 years. Once the student has reached the age of 18, he/she



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may be classed as a **vulnerable adult**. The definition of this is in accordance with the Safeguarding Vulnerable Groups Act 2006.

A person who has reached the age of 18 and

- is in residential accommodation or sheltered housing
- receives domiciliary care or any form of health care
- is detained in lawful custody
- is by virtue of an order of the court under supervision by a person exercising functions for the purposes of part one of the Criminal Justice and Court Services Act 2000
- receives the welfare service of an agency outside the school
- receives any service or participates in any activity provided specifically for persons who fall within subsection 9 of the Safeguarding Vulnerable Groups Act 2009
- payments are made to him/her (or to another on his/her behalf) in pursuance of arrangements under section 57 of the Health and Social Care Act 2001
- requires assistance in the conduct of his/her own affairs' child (ie a pupil at school who has not yet reached their 18th birthday)

In general, adult safeguarding procedures should be implemented for 18-year olds and in these situations Children's Safeguarding should remain equal partners throughout the process so any issues that impact on the service can be addressed. These situations may be complicated by the different procedure, timescales and processes. More guidance can be found here: [Adult Safeguarding - Information for professionals](#)

### **8.9 Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

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

At Hadrian Learning Trust we recognise the possibility that adults working in the schools may harm children, including trustees, volunteers, supply teachers and agency staff. **Any concerns about the conduct of other adults in the school should be taken to the Executive Headteacher without delay;** any concerns about the Executive Headteacher should go to the Chair of the Trust Board who can be contacted via the Clerk to the Trust Board [admin@gehs.net](mailto:admin@gehs.net).

Concerns may come from various sources, for example, a suspicion, a 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 Executive Headteacher has to decide whether the concern is an allegation or low-level concern.

#### 9.2 Low level concerns

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. The DSL will also be available to support staff in this situation. The NSPCC have a new helpline, which staff can call for advice: 0800 028 0285. This is staffed from 8am to 8pm from Monday to Friday or they can be contacted via [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The NSPCC website also has useful information: [www.nspcc.org.uk](http://www.nspcc.org.uk).

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- suspicion
- complaint
- disclosure made by a child, parent or other adult within or outside the school
- pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

#### Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly 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

#### Sharing low-level concerns

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We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

All staff must remember that the welfare of the child is paramount. The schools' [whistleblowing policy](#), enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Executive Headteacher. Complaints about the Executive Headteacher should be reported to the Chair of the Trust Board. Staff should report a concern as soon as possible. A staff member should report a concern/allegation directly to the local authority designated officer (LADO) if they believe there is a conflict of interest in reporting to the headteacher.

### **Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UKGDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **References**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## **9.2 Procedures to follow when dealing with allegations**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to

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make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students/pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the school will provide support and a named contact for the member of staff including external counselling details.

**The full procedures for dealing with allegations against staff in Part 4 of [Keeping Children Safe in Education 2024](#) must be followed. Also see the flow chart in Appendix I.**

Staff, parents and trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

### 10. Other aspects

#### 10.1 Safe recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in [Keeping Children Safe in Education 2024](#) and the Trust's Safer Recruitment Procedures.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the schools' child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received, read and understood a copy of the child protection policy and staff [Code of Conduct](#) and have read and understood Keeping Children Safe in Education (Part 1) and Annexes A and B.

The Trust obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the Trust have been appropriately checked. Supply staff and other visiting staff will be given the Trust's Visiting Staff Leaflet and a summary of the Trust's Child Protection and Safeguarding Policy, which will be made available to them on their arrival. The school advises all agencies of their procedures for dealing with allegations, ensuring agencies are fully aware of the guidance set out in [Keeping Children Safe in Education 2024](#) in relation to the school having a lead role in the management of any allegations, working with the LADO.

Trainee teachers will be checked either by the Trust or by the training provider, from whom written confirmation will be obtained.

The Trust maintains a single central record of recruitment checks undertaken.

#### 10.2 Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in [Keeping Children Safe in Education 2024](#) Annex E.

#### 10.3 Volunteers

Volunteers, including trustees, will undergo checks commensurate with their work in the Trust and contact with students/pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

#### 10.4 Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the schools' risk assessment process and statutory guidance.

#### 10.5 Contractors

The Trust checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

#### 10.6 Visitors

Visitors to the schools, including contractors, are asked to sign in via electronic system, and are given a badge, which confirms they have permission to be on site. They are required to show photo ID on arrival. Parents who are simply delivering to or collecting their children from Reception do not need to sign in. All visitors are expected to observe the schools' safeguarding and health and safety regulations to ensure children in school are kept safe.

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The Executive Headteacher or Heads of School will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **10.7 Site security**

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

### **10.8 Online safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via communication platforms and social networking sites including Facebook, Snapchat, WhatsApp, TikTok and Instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity. 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or causing the victim humiliation, distress or alarm, is now a criminal offence and may constitute sexual harassment.

The school's Online Safety policy, available on the school's website, explains how we try to keep pupils safe in school and protect and educate them in the safe use of technology. This includes reference to the four C's - content/contact/conduct and commerce at relevant, age appropriate opportunities in the curriculum. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

Pupils and parents sign the acceptable use policy as part of the HMS and QEHS admissions pack. Safe online use also forms part of the computing course at HMS. Students and staff are reminded of the policy every time they log onto the network, where they are prompted to agree to the terms of the policy. Each year pupils/ students receive reminders and updates in computing lessons, registration and assemblies.

The Trust's online safety coordinators is: Dave Todd. Dave Todd has completed the CEOP Ambassadors course and receives regular updates and advice from the NSPCC and [National Online Safety](#). All staff receive annual online safety training and relevant updates throughout the year. Both schools also work closely with the local police both in prevention of and in response to online safeguarding concerns.

The school considers online safety as a priority and included in this is how we manage pupils' use of their own electronic devices on the school site, and in particular mobile phones. When pupils use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, which are regularly reviewed for their effectiveness. However, many pupils are able to access the internet using their own data plan. At HMS, to minimise inappropriate use, whilst pupils can bring their phones to school, they must be turned off and they are not allowed to use them during the school day. At QEHS, students are expected to adhere to school rules relating to mobile phones and other electronic devices i.e. that they should not be used in school and should be turned off and kept in bags or pockets unless they have been given permission to use them for educational purposes.

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:
  - Physical monitoring

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- Live software monitoring
- Monitoring user logs
- Monitoring individual devices
- We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.
- Each year (at least) our online safety lead and network manager review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They report on this to the safeguarding group. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns.
- All our staff have taken part in annual cybersecurity training.

*For rules for students/pupils on site usage in school please refer to the Online Safety policy and ICT acceptable use agreement.*

### **10.9 Photography and images**

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

To protect students/pupils we will:

- on admission to the school, seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure students/pupils are appropriately dressed
- encourage students/pupils to tell us if they are worried about any photographs that are taken of them.
- educate our students on the dangers of sending nudes and semi-nudes, and signpost how to raise concerns and get support.

### **10.10 Work Experience**

The school has detailed procedures to safeguard students/pupils undertaking work experience, including arrangements for checking people who provide placements and supervise students/pupils on work experience which are in accordance with the guidance in [Keeping Children Safe in Education 2024](#).

### **10.11 Children staying with host families**

The school may make arrangements for students/pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in [Keeping Children Safe in Education 2024](#) to ensure that hosting arrangements are as safe as possible.

Some overseas students/pupils may reside with host families during school terms and we will work with the families to check that such arrangements are safe and suitable

### **10.12 Extended school, out of school providers and other off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection and safeguarding policy and procedures apply.

When we host out-of-school providers on the premises it should be noted that whilst the provider is responsible

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for their own safeguarding and child protection policies and procedures, the school may refer any concerns they have about the provider to the local authority. The school uses [the DfE Keeping-children-safe-in-out-of-school-settings-code-of-practice](#) as best practice guidance.



### 10.12 Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the head teacher and trustees. An explanation of the complaints procedure is available on the schools' websites. Complaints from staff are dealt with under the schools' grievance procedure.

Complaints which escalate into a child protection concern will automatically be managed under the schools' child protection procedures.

**This policy was updated and approved on 10 October 2024. It will be reviewed again in August 2025.**

Signed by:

Graeme Atkins Executive Head	
Kate MacLachlan Chair of Trust Board:	



### APPENDICES

<b>APPENDIX A</b>	Definitions of abuse and other harmful behaviour
<b>APPENDIX B</b>	LA (Local Authority) and NCASP contacts
<b>APPENDIX C</b>	School Paperwork for recording and reporting concerns
<b>APPENDIX D</b>	Flowchart for raising safeguarding concerns about a child
<b>APPENDIX E</b>	Dealing with sexual violence and sexual harassment
<b>APPENDIX F</b>	Standards for effective child protection in schools
<b>APPENDIX G</b>	Frequently asked questions
<b>APPENDIX H</b>	Dealing with allegations against people who work with children
<b>APPENDIX I</b>	School child protection files – a guide to good practice
<b>APPENDIX J</b>	Guidelines on the Prevent Strategy
<b>APPENDIX K</b>	Guidance for staff on dealing with self-harm

## Appendix A: Types and indicators of abuse

### The four categories of abuse

#### Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness FII).

#### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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, although it may occur alone.

#### Sexual abuse

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.

#### Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead

**It is the responsibility of all staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

### Human Trafficking

The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking and ensuring they receive appropriate care. A trafficking case may involve a range of agencies such as the police, local authorities and charities and the NRM makes it easier for these agencies to work together. If you think a child is in immediate danger, call the police on 999. If you receive information on a potential trafficker or you think a child is a victim of trafficking:

- Professionals: contact the [Child Trafficking Advice Centre \(CTAC\)](#)
- General public: [contact the NSPCC](#) to discuss concerns with one of our counsellors, or you can contact your local police or children's services (01670 534000).

### Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating

## **Safeguarding & Child Protection Policy**

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

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk) and more information can be accessed using the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

## **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of the Internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

### Potential Vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

### Child Criminal Exploitation (including county lines)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### Domestic Abuse

In April 2022, the Domestic Abuse Act 2022 received Royal Assent and introduced a statutory definition for the first time. Definition:

The Domestic Abuse Act 2022 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: [https://www.legislation.gov.uk/ukpga/](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted) [HYPERLINK](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)  
"<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>" [HYPERLINK](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)  
"<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>" [HYPERLINK](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)  
"<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>" 2022 [HYPERLINK](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)  
"<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>" [HYPERLINK](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)  
"<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>" [HYPERLINK](https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)  
"<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>"/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

### Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the designated safeguarding Lead.

The designated safeguarding lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

### Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half- siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

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

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

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

### Contextual Safeguarding

Contextual Safeguarding has been developed by Carlene Firmin at the University of Bedfordshire over the past six years to inform policy and practice approaches to safeguarding adolescents. Contextual



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Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. <https://learning.nspcc.org.uk/news/2019/october/what-is-contextual-safeguarding> .

**Appendix B: Local Authority & NCASP (Northumberland Children and Adults Safeguarding Partnership) contacts**

Advice Area	Contact
For advice on making a referral or to make a referral for Children's Social Care or Early Help	If this is a new contact then please ring:- OneCall: 01670 536400 The online referral form is available below  <a href="#">online referral form</a>
For further discussion about an open case or advice on the operation of child protection/safeguarding procedures of a specific case	If known, contact the allocated social worker or early help worker or OneCall 01670 536400
For generic advice on the operation of child protection/safeguarding procedures	Justine Clephane - 07879 874168 Vicky Kinneavy - 07966 325300 Carol Leckie - <a href="tel:07584313178">07584313178</a>
Allegations against adults working with children	Call: 07500 606174 or 01670 536400 (out of hours)  Email address - <a href="mailto:LADO@northumberland.gov.uk">LADO@northumberland.gov.uk</a>  The Northumberland LADO is Louise Prudhoe, but please use the generic contact information to ensure you get a response.  The referral form can be accessed <a href="#">here</a>
Queries in relation to the model CP policy for schools or related guidance	Carol Leckie <a href="tel:07584313178">07584313178</a>  <a href="mailto:Carol.Leckie@northumberland.gov.uk">Carol.Leckie@northumberland.gov.uk</a>
HR advice for schools	Schools HR helpline on 0191 643 8026  <a href="mailto:SchoolsHR@northumberland.gov.uk">SchoolsHR@northumberland.gov.uk</a>
MAPPA – Risk Management re individuals who may pose a risk to children	Neil O'Toole Senior Manager Specialist Services <a href="mailto:Neil.O'Toole@northumberland.gov.uk">Neil.O'Toole@northumberland.gov.uk</a>

## Safeguarding & Child Protection Policy

MARAC - Multi Agency Risk Assessment Conference, a meeting where information is shared on the highest risk domestic abuse cases	<p>Sarah Wintringham, Principal Education Welfare Officer  <a href="mailto:sarah.wintringham@northumberland.gov.uk">sarah.wintringham@northumberland.gov.uk</a>  OR  Emma Wilson, Lead Education Welfare Officer  <a href="mailto:Emma.Wilson@northumberland.gov.uk">Emma.Wilson@northumberland.gov.uk</a></p>
Advice re Prevent or Prevent Referrals	<p>Referral Form  <a href="#">northumberland-prevent-referral-form-updated-July-2022.docx (live.com)</a></p>
Attendance and elective home education	<p>Sarah Wintringham  07584273772  <a href="mailto:sarah.wintringham@northumberland.gov.uk">sarah.wintringham@northumberland.gov.uk</a></p>
Children Missing Education	<p>Sarah Wintringham, Principal Education Welfare Officer  07584273772  <a href="mailto:sarah.wintringham@northumberland.gov.uk">sarah.wintringham@northumberland.gov.uk</a></p> <p>Dawn Westerby, Lead Education Welfare Officer  07795450751  <a href="mailto:dawn.westerby@northumberland.gov.uk">dawn.westerby@northumberland.gov.uk</a></p>
Education Support for Looked After Children	<p>Tara Prescott, Deputy Virtual School Head Teacher  <a href="mailto:Tara.Prescott@northumberland.gov.uk">Tara.Prescott@northumberland.gov.uk</a></p>
Early Help	<p>Emma Walker, Early Help Team Manager  <a href="mailto:Emma.Walker@northumberland.gov.uk">Emma.Walker@northumberland.gov.uk</a>  Or  Emma Foote, Early Help Education Team  <a href="mailto:Emma.foote@northumberland.gov.uk">Emma.foote@northumberland.gov.uk</a></p>
CPVA (child to parent violence and abuse)	<p>Emma Walker, Early Help Team Manager  <a href="mailto:Emma.Walker@northumberland.gov.uk">Emma.Walker@northumberland.gov.uk</a></p>
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	<p>Jane Walker:  <a href="mailto:Jane.Walker@northumberland.gov.uk">Jane.Walker@northumberland.gov.uk</a></p> <p>Carol Leckie:  <a href="mailto:Carol.Leckie@northumberland.gov.uk">Carol.Leckie@northumberland.gov.uk</a></p>

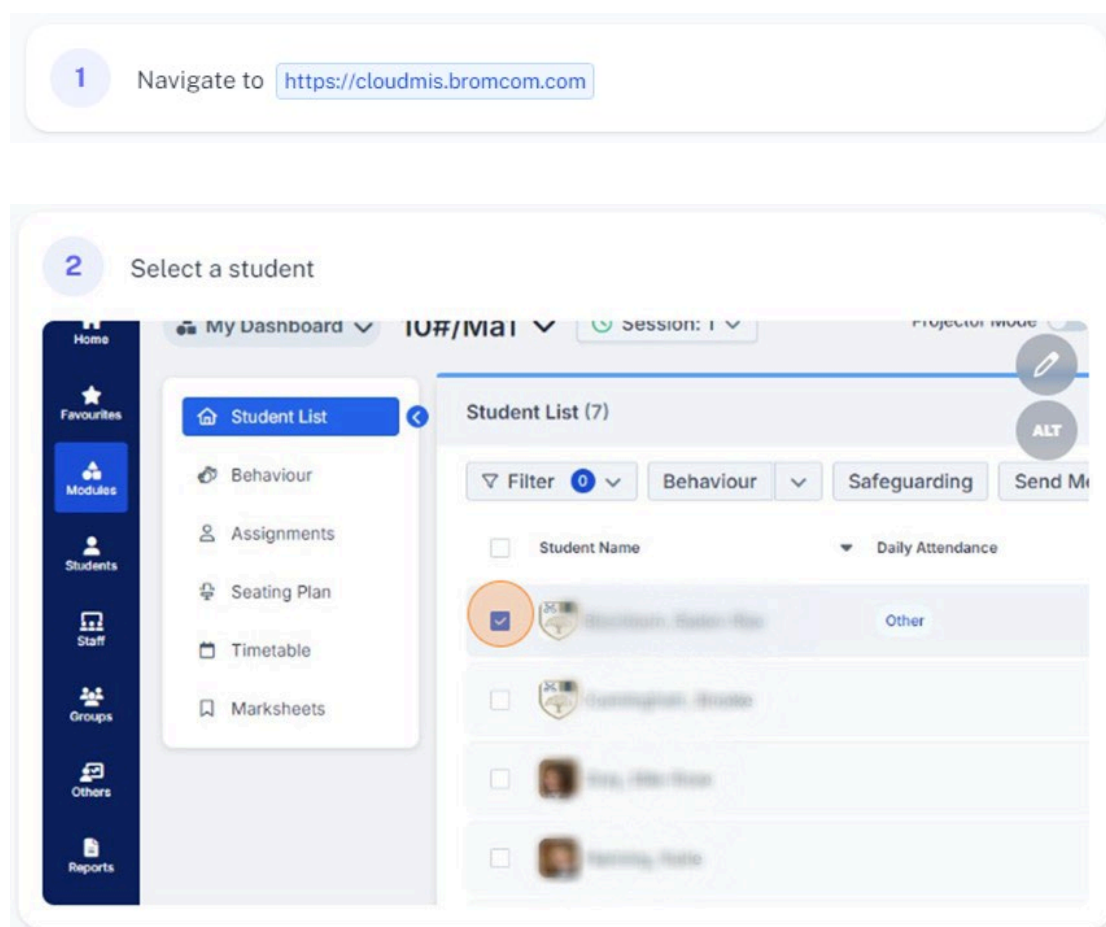
## Appendix C: School Instructions for recording concerns

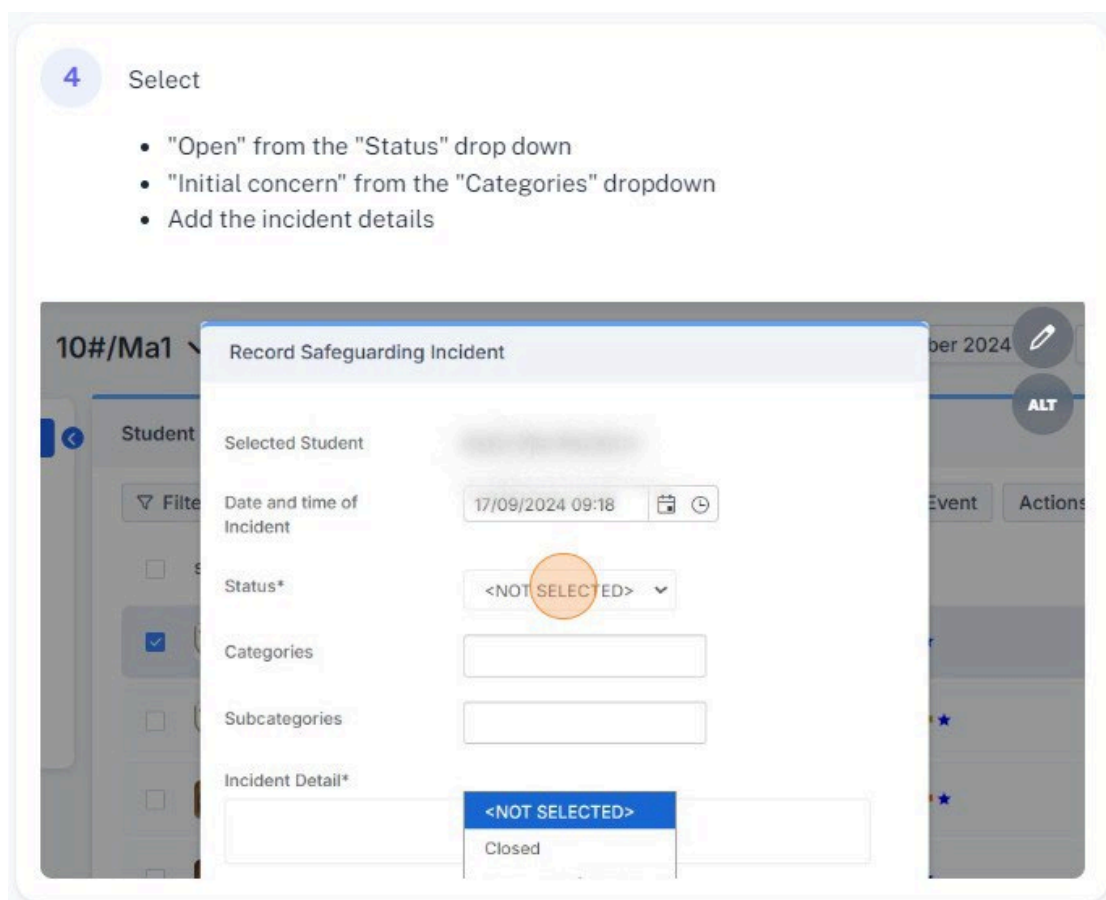
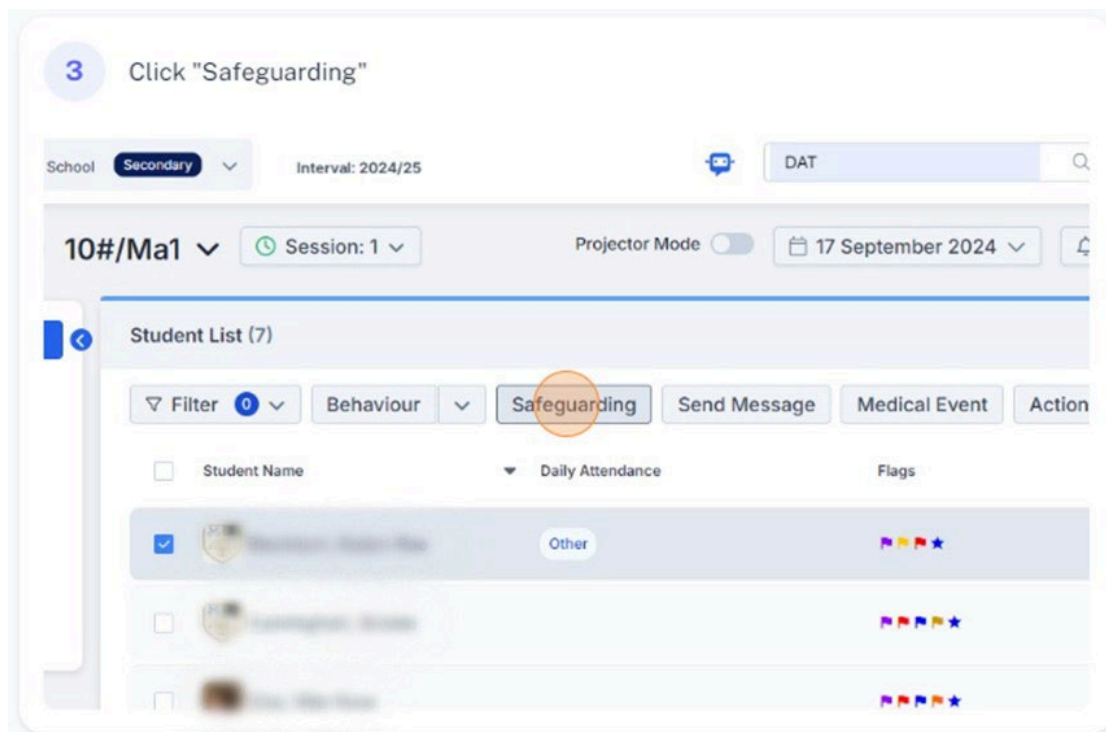
### Recording Safeguarding and Child Protection Concerns

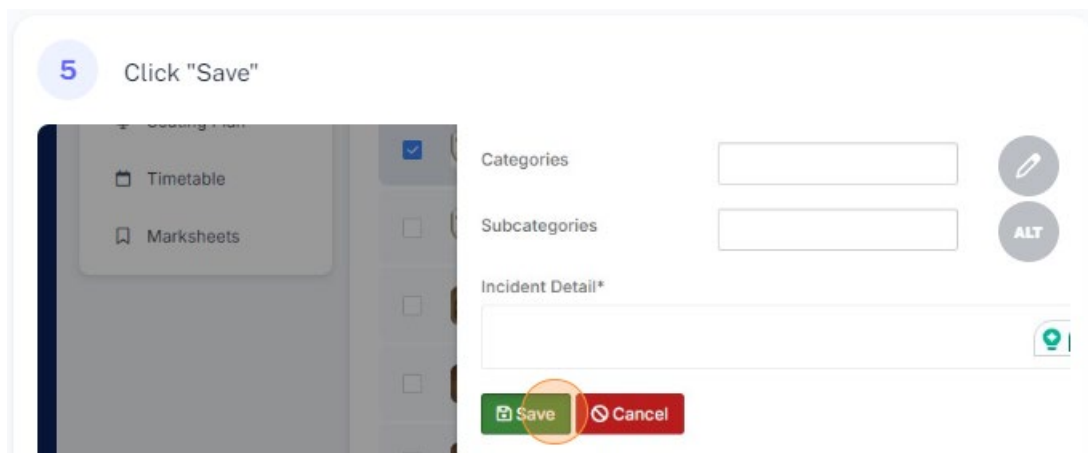
As of September 2024, the system for reporting safeguarding concerns is Bromcom. This is accessed by staff via [www.cloudmis.bromcom.com](https://cloudmis.bromcom.com).

Concerns where the child could be at risk of immediate harm should be discussed in person with the DSL as soon as possible and logged on Safeguard My School after the fact. Reporting concerns should be prioritized by all staff.

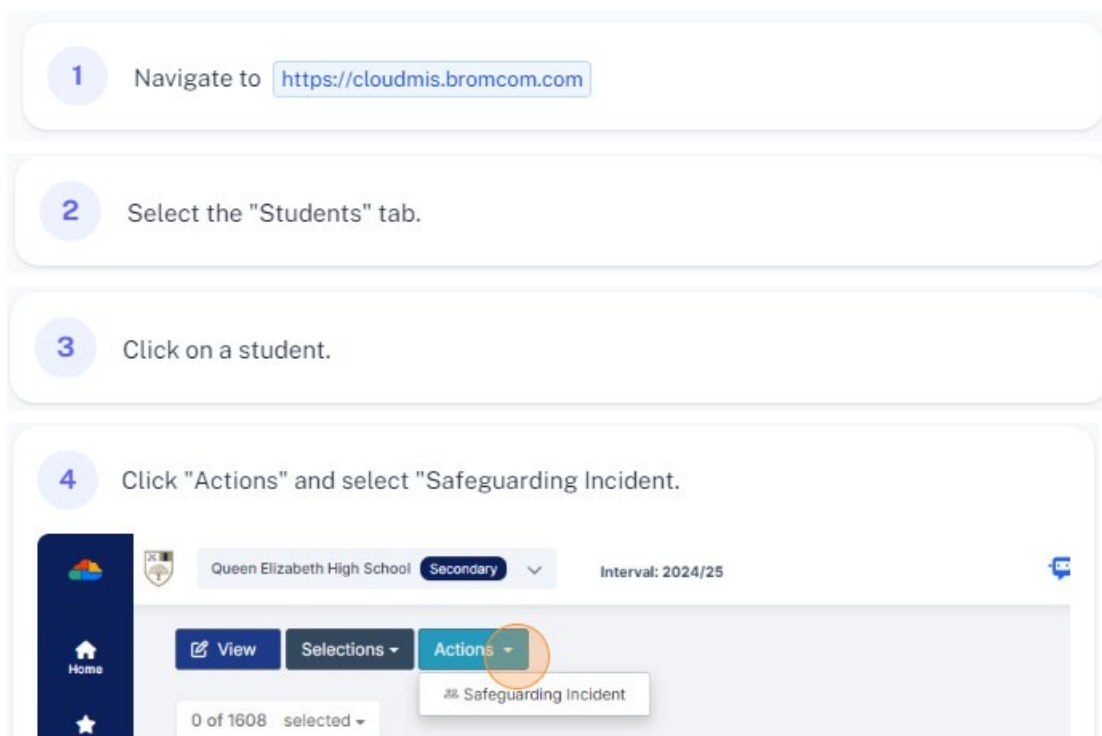
Recording a Safeguarding Concern From the teacher dashboard:







Recording a Safeguarding Concern From the teacher dashboard:



5

Select:

- "Open" from the "Status" dropdown
- 

Group	Tutor Group
	13
	10-MEG
	12
	9-SPD
	9-SPD
	10-YLH
	11-KLE
	13
	10-YLH
	11-DAE



6

Click "Save"

First Name	Last Name	Date of Birth	Date of Admission
Abbas	Hadi	21/09/2008	2022/09/10/11
Abbas	Raza	10/11/2000	2022/09/10/11
Abbas	Alexander	00/01/2009	00/01/2009/00
Abbas	Shah	10/11/2000	10/11/2000/00
Abbas	John	00/01/2000	10/11/2000/00

## QEHS (paperwork located in the Main Admin Office)

## 1. Child Protection Recording Form (CP1)

 <b>Queen Elizabeth High School</b> <small>spes durst avorum</small>	<h2 style="margin: 0;">CONFIDENTIAL</h2>	 <b>Hexham Middle School</b> <small>spes durst avorum</small>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>CHILD PROTECTION RECORDING FORM</b>  <b>CP 1</b> </div>		
STUDENT NAME:		YEAR / TUTOR GROUP:
DATE:	TIME:	
<b>CONCERN/INCIDENT/WORRY:</b> <i>(Please use the young person's words where appropriate)</i>		
IF THERE WAS A DISCLOSURE PLEASE COMPLETE A DISCLOSURE DETAILS FORM (Form CP2)		
ACTION TAKEN:		WHO CONSULTED WITH:
Signed:		Date:
Name: (Please print)		
PLEASE PASS THIS COMPLETED FORM TO THE DSL (Designated safeguarding Lead / Deputy DSL) FOR PASTORAL OFFICE USE ONLY		
Was a referral made to Childrens Services? If so, attach Child/Young Person Assessment Form		Tick Tick
ACTION TAKEN BY DSL/DEP DSL:		Date:
Date feedback given to referrer _____ Person giving feedback _____		
Form CP1		



## Safeguarding & Child Protection Policy

### 2. Child Protection Disclosure Form CP2



Queen Elizabeth  
High School  
*spes dunt avorum*

# CONFIDENTIAL



Hexham  
Middle School  
*spes dunt avorum*

#### CHILD PROTECTION DISCLOSURE DETAILS FORM CP 2

STUDENT NAME:		YEAR / TUTOR GROUP:	
DATE:	TIME:		
<b>SUMMARY OF DISCLOSURE:</b> (Please use the young person's words and provide a detailed account of disclosure). ANY DISCLOSURE MUST BE REPORTED IMMEDIATELY TO THE DSL/ DEP DSL.			
Signed:		Date:	
Name: (Please print)			
ACTIONS TAKEN BY DSL / DEP DSL:		Date:	
Referral to children's services YES/NO (Form attached if YES)			
Date feedback given to referrer _____ Person giving feedback _____			

Form CP2

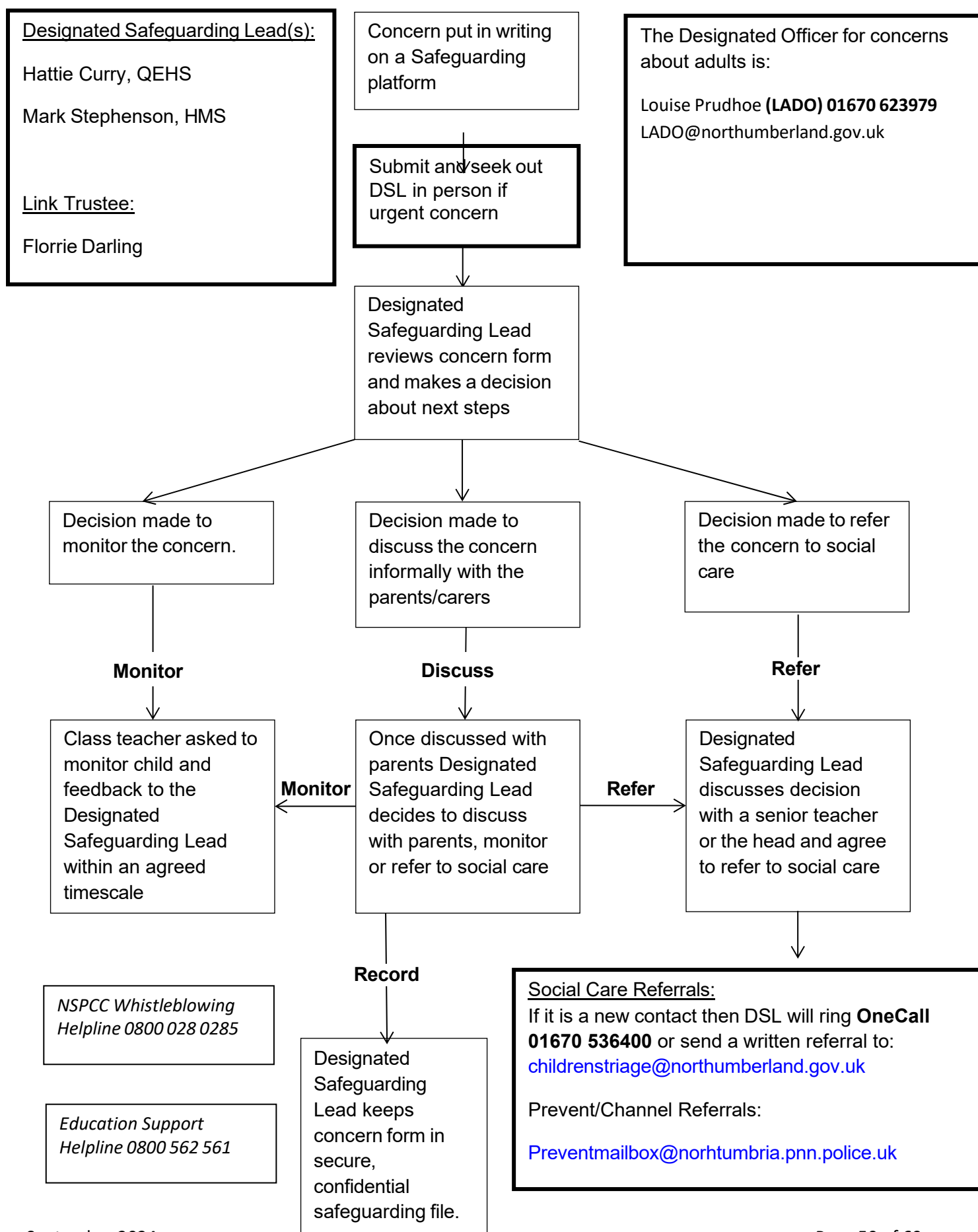
### 3. Guidance on the reverse of both CP1 and CP2

#### **Guidance on Completing Concern Forms**

It is important that concern forms are completed in a timely way. The details are important. To help us respond appropriately, please follow the guidance below:

- Where possible, record concerns via online system. Links are available for both QEHS and HMS platforms.
- Enter all the admin details, names etc. (we are asked for this when we report a concern to Children's Services or the police).
- Include your full name (not initials).
- Make sure the concern is given in detail, preferably in the child's own words.
- Don't report what other people have told you – they must write their own concern form.
- Only write about one child on each concern form (use a separate form for each child).
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no hard copy concern forms available please print a copy from the shared area Q:\staff\All Staff\Child Protection
- Avoid using email to send your concern; emails are insecure, get missed, go to the wrong person and cannot be signed. Use a method that mitigates these risks.
- Completed concern forms must be given directly to the DSL/Deputy DSL without delay.
- Please alert the DSL/Deputy DSL to concerns as soon as possible. It can take several hours to deal with every urgent concern and the earlier we start, the better.
- Finally, please sign, date and time the concern.

**Appendix D: Flow chart for raising safeguarding concerns about a child**



**Appendix E: Sexual Violence and Sexual Harassment**

In line with the latest guidance the Governing bodies and proprietors will ensure that the school has

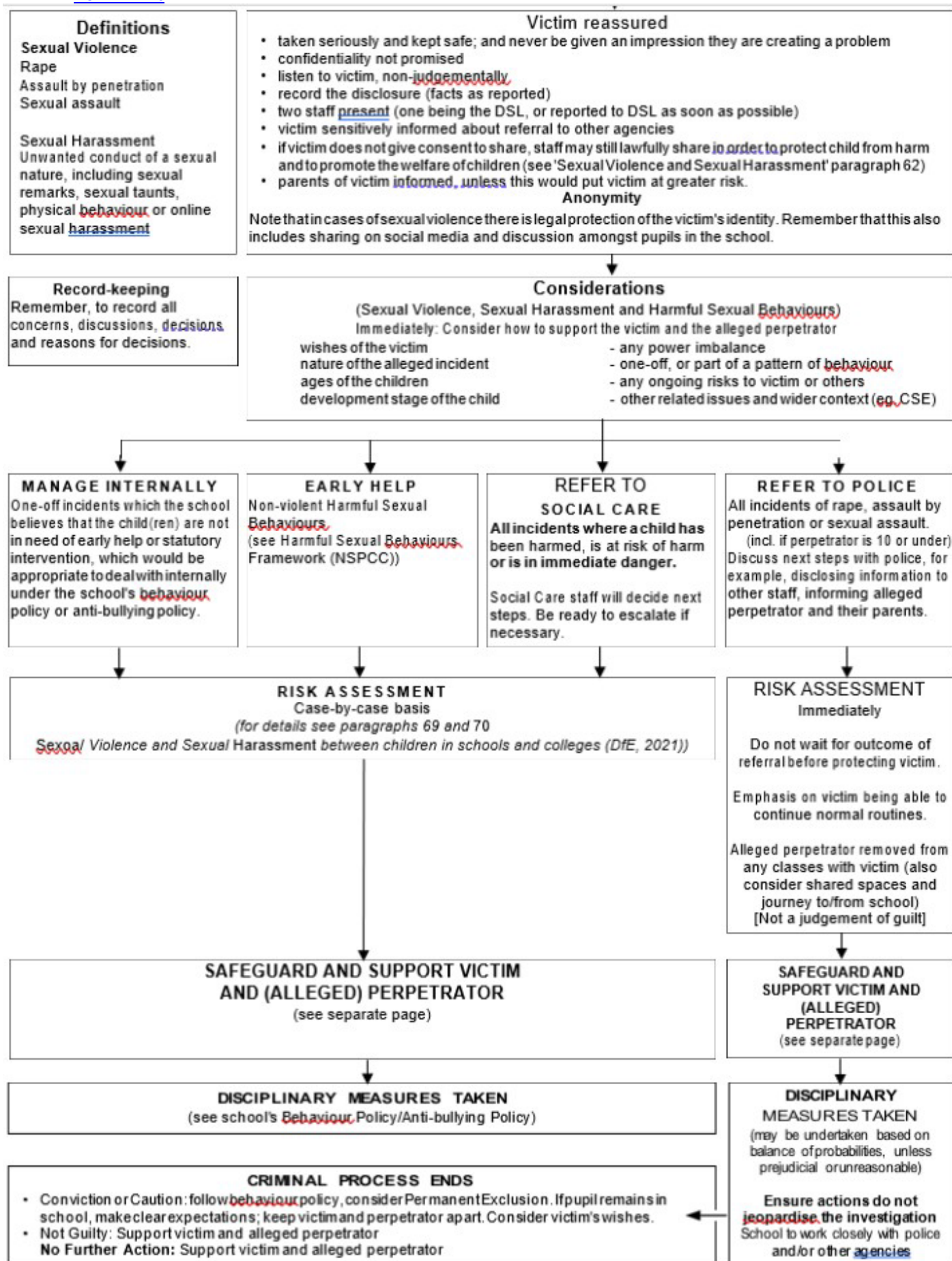
- procedures to minimise the risk of child-on-child abuse;
- the systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child-on-child abuse will be recorded, investigated, and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported;
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported;

Child on Child abuse is also clearly referenced in the school's Behaviour policy.

## Safeguarding & Child Protection Policy

### APPENDIX E DEALING WITH SEXUAL VIOLENCE AND HARASSMENT

See also [KCSIE Part 5](#)



## Appendix F: 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 and Handbook](#)

and the arrangements of the Northumberland Strategic Safeguarding Partnership

<https://www.proceduresonline.com/northumberlandcs/index.html>

In best practice, schools:

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

## Appendix G: Frequently Asked Questions

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

- *Report to the designated safeguarding lead or head teacher. Please remember all reports must be recorded, reporting verbally is not enough*
- *If that is not possible, telephone Children's Services (OneCall 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 safeguarding lead and who to contact if they are not available***
- ***To respond*** appropriately to a child and ensure the child/young person knows you are taking their concerns seriously
- ***To report*** to the designated safeguarding lead or directly to Social Care if that is not possible
- ***To record*** your concerns, using your schools agreed paperwork
- ***DO NOT DO NOTHING!***

### Can I go to find someone else to listen?

- *You should never stop a child who is freely recalling significant events; however, you may want to have a colleague with you who is recording the child's disclosure while you actively listen, giving them 100% of your attention.*

### Can I promise to keep a secret?

- *No! 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?

- *You should never ask probing questions*
- *However, you **can** ask a child to repeat a statement or for clarification*
- *Do not make judgements or say anything about the alleged abuser; it may be construed as contriving responses.*

### Do I need to write down what was said?

- ***Yes***, as soon as possible, exactly what was said. Use your school's agreed paperwork and make sure you date and sign the record
- *Make sure you record facts and not opinions*



**Appendix H Dealing with allegations against people who work with children  
Allegations or concerns about an adult working in the school whether as a  
teacher, supply teacher, other staff, volunteers, or contractors.**

At Hadrian Learning Trust we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk) or [admin@qehs.net](mailto:admin@qehs.net).

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher/principal.

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 because of vetting checks undertaken.

The headteacher/principal must 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;



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- 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; or,
- using inappropriate sexualised, intimidating, or offensive language.

If the concern has been raised via a third party, the headteacher/principal 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. Schools and colleges should decide how long they retain such information, but 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 or college 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 or LADO?**

The role of 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

## **Safeguarding & Child Protection Policy**

own personal life, e.g., incidents of domestic abuse or child protection concerns relating to their own family.

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

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

[lado@northumberland.gov.uk](mailto:lado@northumberland.gov.uk) 01670 623979

For safeguarding information for professionals, including LADO contact details, please follow this link:

[lado-information-and-flowchart.pdf \(proceduresonline.com\)](#)

To make a referral use this form

[LADO Agency Referral Form \(office.com\)](#)

### Appendix I - School Child Protection Files – a guide to good practice

Child protection files should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference / child protection plan reviews
- Minutes of child protection conference / child protection plan reviews
- Log of phone calls / contact with parent/carer and professionals (this is best placed at the front of a paper record, allowing a chronology of contacts to be seen as the first entry)

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 designated person (e.g. talking to the child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with any child protection file, securely and **separate to the child's main school file**. The main school file should have a 'flag' which shows that additional information is held by the DSL

At the point of transfer to another school, child protection records should be transferred, securely and directly from DSL to DSL, **separate to the child's main school file**. Schools should ensure a record of posting is maintained and that the receiving school records receipt of documents.

## Appendix J – Revised Prevent duty [guidance](#)

### 1. Our commitment

Queen Elizabeth High School and Hexham Middle School (part of Hadrian Learning Trust) is fully committed to safeguarding and promoting the welfare of all its students/pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. These guidelines on the implementation of the Prevent Strategy set out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support, seeking support/ advice from external agencies where needed.

### 2. Links to other policies

These guidelines are linked to other policies in the Trust:

- Child Protection and Safeguarding – these procedures and guidelines are an integral part of this policy
- Equality Guidelines
- Anti-bullying Policy
- Behaviour Policy
- Online Safety Policy.

The following national guidelines should also be read when working with these guidelines:

- Revised Prevent Duty [guidance](#)
- Keeping Children Safe in Education DfE 2024
- Working Together to Safeguard Children HM Government 2018.

### 3. Aims and principles

Queen Elizabeth High School and Hexham Middle School guidelines on the Prevent strategy are intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and these guidelines clearly set out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All trustees, teachers, LSAs and support staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All trustees, teachers, LSAs and support staff will know what the school guidance is on tackling extremism and radicalisation and will follow the guidance swiftly when issues arise.
- All students/pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and students/pupils will know that the school has procedures in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **Safeguarding & Child Protection Policy**

The main aims of these guidelines are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students/pupils are safe from harm.

### **4. Definitions and indicators – risk assessment**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child/young person is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists including and importantly being in their company online.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.

Staff are asked to be constantly vigilant to these indicators.

We constantly assess the risk of young people being drawn into terrorism, including support from extremist ideas. We follow our existing CP/Safeguarding policy. General Safeguarding Principles apply to keep young people safe from the risk of radicalisation, as set out in the relevant statutory guidance;

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2024

### **5. Procedures for referrals**

Although serious incidents involving radicalisation have not occurred at Queen Elizabeth High School or Hexham Middle School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not

## Safeguarding & Child Protection Policy

happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

Members of the Senior Leadership Team (SLT) are trained as Designated Safeguarding Lead (DSL) for Child Protection and e-Safety Co-ordinator and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Executive Headteacher or Head of School, Deputy and e-safety Coordinator where necessary will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the policy on the school website.

Vulnerable Students/pupils and any links to specific risks of radicalisation/extremism will be discussed at our half termly multi agency meetings.

### 6. Governance, leadership and management responsibilities

The Executive Headteacher or Head of School, the DSL and Deputy DSL and all members of the SLT are aware of how to make referrals relating to extremism and radicalisation. In the unlikely event that no SLT members, none of the DS Leads or the Head of school are available, all staff know the channels by which to make safeguarding referrals via the policy on the school websites.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student/pupil, or if they need to discuss specific young people whom they consider to be vulnerable to radicalisation or extremist views. Staff will undertake relevant training/briefings.

The Designated Safeguard Lead will work in conjunction with the Head of School, SLT, Pastoral Team and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Queen Elizabeth High School and Hexham Middle School have procedures for dealing with prejudicial behaviour, as outlined in the Anti Bullying Policy and Equality Guidelines.

### 7. The role of the curriculum

7.1 Our curriculum is "broad and balanced" it promotes respect, tolerance and diversity. Children/young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded within the curriculum both as a separate subject and across subject areas. British Values are reflected in many of our assemblies and they underpin the ethos of the school. It is recognised that young people with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students/pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix K.3 – PSHE Curriculum Overview at QEHS in relation to this issue)

7.3 Students/pupils are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help report abuse if they are upset or concerned about anything they read or see on the internet.

7.4 Across the Trust we are committed to promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **8. IT Policy**

All of our computers, including laptops, are monitored and filtered for causes of concern e.g. language usage that may be linked to terrorism/extremism, excessive use etc. Our Assistant Head responsible for e-safety undertakes detailed checks of reports on a weekly basis. Staff receive online safety training and students/pupils have online safety issues covered in PSHE and in assemblies.

All issues identified are followed up on an individual basis and are referred to the DSL if there are safeguarding concerns.

### **9. Staff training**

Through CPD opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our young people are resilient and able to resist involvement in radical or extreme activities.

### **10. Working in partnership**

The prevent duty builds on existing local participants. Local Safeguarding Children's Boards (LSCBs) are responsible for coordinating what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in their local area e.g. they guide us via their threshold documents. This will be applied to risk of radicalisation too. We will continue to work in partnership with our LSCB and our local children's services team (copies of the threshold document are held in school by the DSL. It is also available on the LSCB website).

We will also engage with parents/ families/ carers as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and signpost them to the appropriate support mechanisms.

### **11. Visitors and the use of school premises**

Upon arriving at the school, all visitors including contractors, will receive child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience. Every visitor is given this information as part of the signing in procedure. It forms part of the visitor badge. All visitors must also provide photographic ID before entering the school building.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with these guidelines the school will follow its referral process and terminate contracts if appropriate.

### **12. Additional materials**

See Appendix J.2 for further reading

See Appendix J.4 Terrorist/Extremist Emblems and Symbols.

Appendix J.4 gives a list of emblems and symbols for staff reference. Staff are asked to report any concerns about student/pupil use of these directly to the DSL/Deputy DSL where appropriate. The DSLs will liaise with the e-safety coordinator.

### 13. Review of these Guidelines

Queen Elizabeth High School and Hexham Middle School Guidelines on the Prevent Strategy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

#### ***Appendix J.1 – Dealing with referrals***

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Designated Safeguarding Lead (DSL) or the Deputy DSL. In their absence they can be reported to the Assistant Headteacher for Student Standards and Support at QEHS and the Executive Headteacher or the Assistant Headteacher for Student Standards and Support at HMS.
- All incidents will be fully investigated and recorded in line with the Child Protection and Safeguarding Policy and the Anti Bullying/Behaviour Policy as appropriate and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the student/pupil's individual CP file.
- The DSL, in discussion with the Head of School, will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the local young people's social care team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact [preventmailbox@northumbria.pnn.police.uk](mailto:preventmailbox@northumbria.pnn.police.uk)
- We will also work with the Channel Programme and will refer as appropriate (this programme focuses on providing support at an early stage to people identified as being vulnerable to being drawn into terrorism). Ref: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964567/6.6271\\_HO\\_HMG\\_Channel\\_Duty\\_Guidance\\_v14\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf)
- Local contacts will be used:
  - With concerns about staff and links to violent extremism we will contact the **Designated Officer (DO)**.
  - If concerns are about pupils or community members, we will contact: [preventmailbox@northumbria.pnn.police.uk](mailto:preventmailbox@northumbria.pnn.police.uk)

or one of the following local contacts:

- Michelle Redfern (4514) Community Engagement Officer, Blyth Police Station, Northumberland Area Command, Tel: 101 Ext 61954 Mobile: 07747758181\_ <https://www.northumbria.police.uk/>
- Steve Fear, the County Council's Community Intelligence Manager, [Stephen.Fear@northumberland.gcsx.gov.uk](mailto:Stephen.Fear@northumberland.gcsx.gov.uk)



## **Safeguarding & Child Protection Policy**

### ***Appendix J.2 - Additional materials (Available from The DSL), on school website or by searching online)***

- Safeguarding & Child Protection Policy
- Equality Guidelines
- Anti-Bullying Policy
- Behaviour Policy
- Online Safety Policy
- PREVENT Strategy HM Gov including:
  - Prevent Guidance for England and Wales - 2023
- Keeping Children Safe in Education DfE 2024
- Working Together to Safeguard Children HM Gov 2018
- What to do if you've concerned a child is being abused (2015)
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.

### ***Appendix J.3 – Relevant aspects of PSHE Curriculum***






We aim to:


To build a generation of young people who recognise and are able to challenge intolerance and prejudice we need to go beyond academic understanding: we need to support young people develop the self-esteem or confidence that enables them to apply their language, strategies and skills, recognising that confronting and challenging the prejudicial values, language and behaviour perhaps of their family, their peers and their community will be difficult.

The scheme of work is divided up into the following sessions:







- Session 1: Understanding genocide
- Session 2: How are we different, how are we the same?
- Session 3: Us and them: when 'differences' become more important than 'similarities'
- Session 4: Being a critical consumer of information
- Session 5: Being independent or going with the crowd
- Session 6: How to build a cohesive community

Appendix J.4 – Terrorist/extremist Symbols

<b>Radical Islamist</b>			
			
Al Aqsa Martyr's Brigade (Palestine/Israel)	Al Qaeda in the Mahgreb (N and NW Africa)	Al Qaeda in Iraq	Al – Shaabab (Somalia)
			
Muslim Brotherhood (Founded in Egypt)	Hezbollah (West Bank, Palestine/Israel)	Hamas – (Gaza Strip, Palestine/Israel)	Qu'ranic phrase, but regularly used by Al Qaeda
			
Al Qaeda in the Arabian Peninsula (Yemen etc)	Al Nusra Front (Syria)	Lashkar e Taiba – Kashmir conflict (Pakistan/India)	
<b>Extreme Right Wing</b>			
			
Celtic Cross, with WPWW label	White Power fist	Spider's web – used by racists who killed for 'the cause'	Nordic runic symbol
			
White Aryan Resistance	Ku Klux Klan (the tear representing Christ's sacrifice for the White Race)	Swastika – Nazi Germany	Triskele – '3 x 7's'.

		
Variants on Swastika. If your first thought is that it looks like a Swastika – it is probably meant to.	Bolts – as used by Nazi Secret Police (SS)	Totenkopf 'Death's Head' symbol. SS branches
		
Neo-Nazi Christian Identity movement (USA)	National Action group (UK – new right wing group that are specifically targeting young people at colleges/universities etc.). Symbol is almost identical to that used by Hitler's storm-troopers – the S.A	Golden Dawn – Greek Far Right party
<b>Various Acronyms of the Far Right</b>  <b>RAHOWA</b> – Racial HOLy WAR <b>SWP</b> – Supreme White Power (could also be the Socialist Workers Party.) <b>ZOG/JOG</b> – Zionist or Jewish Occupied government <b>WPWW</b> – White Power World Wide		<b>Number Symbols</b>  <b>14</b> – The 14 Words – “We must secure the existence of our people and a future for white children” <b>88</b> – ‘Heil Hitler’ – 8th letter of alphabet. Could also refer to an 88 word extract from Hitler’s ‘Mein Kampf’ <b>311</b> – 3 x 11’s (KKK – Ku Klux Klan) <b>4/20</b> – 20 <sup>th</sup> April = Anniversary of Adolf Hitler’s birthday <b>18</b> – As in Combat 18. AH letters of alphabet = Adolf Hitler <b>28</b> – B&H = Blood and Honour. Oath of Nazi SS, and now Extreme Right Wing music scene.
<b>Extreme Left Wing</b>		
		
Communist Hammer and Sickle, and 5 pointed star (often red or yellow)	Anti-Fascist movement (worldwide). Mix of Left wing/Anarchist	Red Army Faction (Formerly the Baader-Meinhof gang). Operated 1970-1998
		
Communist Combatant Cells (1980's)		

## Safeguarding & Child Protection Policy

 <p>November 17<sup>th</sup> Movement (Greece)</p>			
<b>Anarchism</b> - Tend to be very simple design of black and/or red.			
			
<b>Animal Rights</b>	<p><i>It should be noted that the below animal rights and environmental groups have advocated the use of direct action in support of their causes, which is likely to involve some criminal activity. However, much of their activity, and many of their supporters will be entirely law abiding.</i></p> <p><i>Some will consider their actions to be extreme, others will not.</i></p>		
 <p>Animal Liberation Front</p>	 <p>Hunt Saboteurs Association</p>	 <p>Stop Huntingdon Animal Cruelty</p>	
<b>Environmental</b>			
 <p>Environmental and Animal Rights</p>	 <p>Sea Shepherd Conservation Society</p>		 <p>Earth liberation Front/Army</p>

## Appendix K – Guidance for staff on dealing with self-harm

### Dealing with Self-Harm

#### What is self-harm?

*Self-harm is when you hurt yourself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences.*

Mind 2024

#### Why do young people self-harm?

Some people have described self-harm as a way to:

- Express something that is hard to put into words
- Turn invisible thoughts or feelings into something visible
- Change emotional pain into physical pain
- Reduce overwhelming emotional feelings or thoughts
- Feel more in control
- Escape [traumatic](#) memories
- Have something in life that they can rely on
- Punish themselves for their feelings and experiences
- Stop feeling numb, disconnected or [dissociated](#)
- Create a reason to physically care for themselves
- Express [suicidal feelings](#) and thoughts without taking their own life

#### Indicators of self-harm

- covering up, for example by wearing long sleeves a lot of the time, especially in summer
- unexplained bruises, cuts, burns or bite-marks on their body
- blood stains on clothing, or finding tissues with blood in their room
- becoming withdrawn and spending a lot of time alone in their room
- avoiding friends and family and being at home
- feeling down, low self-esteem or blaming themselves for things
- outbursts of anger, or risky behaviour like drinking or taking drugs.

#### Procedure in school

1. Where appropriate, talk to the child (this will depend on the relationship you have with them) and try to establish whether there is self-harm occurring
2. Reassure the child that they are right to share and can be helped
3. **Report the concern face to face to a DSL as soon as possible**
4. Contact with home should be made asap and certainly on the same day

If there are serious concerns about low mood, the following questions should be asked:

- Have you had thoughts about killing yourself?
- Who have you spoken to about this?
- Have you thought about how?
- Have you thought about when and where?

## **Safeguarding & Child Protection Policy**

These questions can be asked by the member of staff during the initial disclosure or it may be appropriate to seek support of the DSL/other student support staff.

If the young person answers yes to the above then they should not be allowed to leave the site or remain unsupervised. Parent/carers should be called and requested to collect their child to support them. A referral to the CRISIS team may also be made. If the parent is unable to collect or there is an emergency need to get the child to hospital (e.g. due to injury) then an ambulance should be called.