

## CHILD PROTECTION (SAFEGUARDING) POLICY

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical
- emotional
- sexual; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

## INTRODUCTION

Longridge Towers School, an independent co-educational boarding and day school for children aged 3 – 18, fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children. We acknowledge that safeguarding children is everyone's responsibility and in all matters relating to child protection Longridge Towers School will follow the appropriate procedures laid down by Northumberland Strategic Safeguarding Partnership (NSSP) and Scottish Borders Children and Families Social Work Services (C&FSWS). This policy applies throughout the school, from the Early Years to the Sixth Form inclusive. Further Early Years and Foundation Stage specific safeguarding procedures can be found at <http://www.lts.org.uk/information/inf-policies/>. **Particular note should be made that the use of mobile phones and cameras in the EYFS is not permitted and that the school uses a camera and iPads to record the evidence required regarding pupils' learning journeys. Further details of this are located at <http://www.lts.org.uk/information/inf-policies/>.**

### Rationale

Our school believes that pupils have a fundamental right to be protected from harm regardless of race, sex, gender, ethnicity, disability, sexual orientation or religion and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

**KEY CONTACTS (SCHOOL tel: 01289 307584)**

<b>Governors</b>	<p><b>Chair of Governors</b> Mr Adrian Bell</p> <p><b>Safeguarding Governors</b> Mr Alistair Birkett Dr Emma Miller</p>
<b>Designated Safeguarding Lead (DSL)</b>	Mrs Isabel J. Cheer Email: <a href="mailto:icheer@lts.org.uk">icheer@lts.org.uk</a>
<b>Deputy Designated Safeguarding Lead (DDSL) and Safeguarding Team</b>	<p>Mrs Sandra Bullen (DDSL and EYFS Lead) Email: <a href="mailto:sbullen@lts.org.uk">sbullen@lts.org.uk</a></p> <p>Mrs Krysia Westthorp (DDSL and Mental Health Lead) Email: <a href="mailto:kwestthorp@lts.org.uk">kwestthorp@lts.org.uk</a></p> <p>Mrs Allie Ireland (Boarding Lead) Email: <a href="mailto:aireland@lts.org.uk">aireland@lts.org.uk</a></p> <p>Mr Steve Wilkininon (Sport Lead) Email: <a href="mailto:swilkinson@lts.org.uk">swilkinson@lts.org.uk</a></p> <p>Mrs Sally Douglas (EYFS) Email: <a href="mailto:sdouglas@lts.org.uk">sdouglas@lts.org.uk</a></p>
<b>Designated Teacher for Looked After Children</b>	Mrs Isabel J. Cheer Email: <a href="mailto:icheer@lts.org.uk">icheer@lts.org.uk</a>
<b>Designated Teacher for On-line Safety</b>	Mrs Isabel J. Cheer Email: <a href="mailto:icheer@lts.org.uk">icheer@lts.org.uk</a>

**KEY CONTACTS (EXTERNAL)**

<b>Local Authority Designated Officer (DO)</b>	<p>Adam Hall Tel: 01670 623979 Email: <a href="mailto:LADO@northumberland.gov.uk">LADO@northumberland.gov.uk</a> <a href="mailto:Adam.hall01@northumberland.gov.uk">Adam.hall01@northumberland.gov.uk</a></p>
<b>Local Authority Children's Social Services</b>	<p><i>England</i> Berwick Children's Services One Call: 01670 536 400 Email: <a href="mailto:childrenstriage@northumberland.gov.uk">childrenstriage@northumberland.gov.uk</a></p> <p><i>Scotland</i> Child Protection Unit, Langlee Complex, Galashiels, TD1 2NB Tel: 01896 662787 (office hours) Tel: 01896 752111 (out of ours)</p>
<b>Support and Advice about Extremism</b>	<p><i>Police</i> Northumbria Northern Area Command Tel: 101 (999 in an emergency) Anti-Terrorism Hotline: 0800 789 321</p>

<b>NSPCC Whistleblowing Advice Line</b>	Weston House, 42 Curtain Road, London Tel: 0800 028 0285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Disclosure and Barring Service (DBS)</b>	DBS Customer Services, PO Box 3963, Royal Wootton Bassett, SN4 4HH Tel: 03000 200 190 Email: <a href="mailto:customerservices@dba.gov.uk">customerservices@dba.gov.uk</a>
<b>Teaching Regulation Agency (TRA)</b>	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT Tel: 020 7593 5393 Email: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	Tel: 0300 123 4666 (Monday to Friday, 8.00am – 6.00pm) Email: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>
<b>Independent Schools Inspectorate</b>	Tel: 0207 6000100 Email: <a href="mailto:concerns@isi.net">concerns@isi.net</a>

## **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

In relation to this, it will:

- appoint and train two Governors with special responsibility for child protection whose remit is to: meet termly with the Safeguarding Team to discuss Child Protection and Safeguarding issues; monitor the School's procedures on behalf of the Governors as a whole; report to the Governors at least once a year about child protection measures and review the School's policy annually, ensuring that it is then signed off by the Chair of Governors; monitor any reportable incidents and ensure, on behalf of the Governors, that any corrective action required is carried out;
- ensure an annual report is made to the governing body, and made available to Children's Services on request, on child protection matters to include changes affecting the Child Protection policy and procedures, child protection training received, the number of incidents/cases (without names) and child protection in the curriculum;
- ensure that all staff and volunteers recognise their duty and feel able to raise both concerns about individual pupils and concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- ensure that staff training is carried out at induction, and at a minimum, annually;
- ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School Prospectus.

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

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the School on these matters where appropriate. This will be done via the Headmaster, Designated Safeguarding Lead and the Bursar.

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

**The main elements of our policy are:**

**PREVENTION**

**PROCEDURES**

**SUPPORT**

Our policy applies to all staff and volunteers working in the School community, as any member of the School community can be the first point of disclosure for a child.

## **1. PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention. The School aims to ensure that there is a culture of safety and raising concerns, and an attitude of 'it could happen here'. Staff should feel confident about raising concerns with the DSL or the DDSLs, understanding that these are the people who will have a fuller picture of safeguarding issues for children in the School.

The School will:

- 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, regardless of race, sex, gender, ethnicity, disability, sexual orientation or religion.
- ensure children know that they can approach at any time any member of staff with whom they feel comfortable to discuss any worries or difficulties they may be having, or if somebody's behaviour is making them feel uncomfortable or which they feel is inappropriate. A number of additional opportunities exist for this to take place: all pupils meet with their Form Tutors at the start of each day; staff are always available whilst on duty supervising break-times and meal-times; the School Matron, the Head of Pastoral Care and any members of the Safeguarding Team are available to talk to during the day; House Parents are available during the morning and the evening when boarders are in the House;
- have a policy and procedures which are in accordance with locally agreed inter-agency procedures;

- teach pupils through P.S.H.E. and the wider curriculum, using age appropriate materials, about keeping themselves safe and healthy, physically, mentally and online and ensure that they know where to get advice about topics such as child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, e-safety and relationships;
- provide staff with appropriate and proportionate information regarding the welfare of individual pupils with mental health or other specific issues which may impact on their wellbeing and safety, and provide regular opportunities for staff to raise and share concerns about the welfare of individual or groups of pupils;
- ensure pupils are aware of and know how to access services which are independent of the School, such as ChildLine, the NSPCC, Tootoot and CEOP;
- make use of appropriate activities and opportunities across the whole school curriculum to equip children with the skills they need to stay safe and the knowledge of where and how to access help;
- ensure that appropriate and proportionate filters and monitoring systems are applied to the School IT systems and that e-safety is promoted explicitly through teaching in both Computing and P.S.H.E. and more generally across the wider curriculum. Guidance and support may be sought from Northumberland's e-learning and ICT Adviser, Richard Taylor;

## **1.1 ENSURING SUITABILITY OF ADULTS WORKING WITH CHILDREN**

**The School works within the framework of the Disclosure and Barring Service** with regard to the updated legislation on the duty to share information and the set of increased safeguards introduced under the Vetting and Barring Scheme. Further information and guidance can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>.

The School will:

- operate safe recruitment procedures including enhanced Criminal Record Bureau checks on all employees, volunteers and peripatetic staff, contacting the TRA regarding whether an applicant is subject to a section 128 direction, obtaining appropriate references, whether appointments are internal or external and checking the veracity of references provided electronically. Internal references should always be provided by a senior member of staff with appropriate authority. The School will comply fully with the Independent Schools Standard Regulations and has a separate policy for Safer Recruitment. Copies of this policy are available from the Bursar on request;
- have clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the School and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable. This will include reporting to the DBS (Disclosure and Barring Service), within one month of any person (whether employed, contracted, a volunteer or student) leaving the School as his/her services are no longer used

because s/he is considered unsuitable for working with children. This cessation of services includes: dismissal; non-renewal of a fixed term contract; ceasing to or refusing to engage a supply teacher provided by an employment agency; termination of placement for a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports should contain as much evidence about the circumstances of the case as possible. 'Compromise agreements' cannot apply in this connection;

- provide as a legal duty responses to requests from the DBS for information they hold already;
- ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents;
- ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of position of trust);
- ensure that staff and volunteers are aware that sexual relationships between them and pupils of 18 years and over who are in their care are highly inappropriate and will be referred to the Police and DO for investigation (Sexual Offences Act 2003);
- promote responsible use of social networking sites by education staff and make it clear that communication with pupils for professional reasons e.g. regarding homework or coursework, should be done either through the use of school allocated e-mail accounts or Google classroom;
- make a referral to the TRA where a teacher is either dismissed or resigns as a result of unprofessional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence;
- refer any incidents relating to indecent or potentially illegal images of children to the Police (Child and Public Protection Unit) immediately and follow thereafter the NSSP or C&FSWS procedures as appropriate.

## **1.2 OUTSIDE CONTRACTORS AND SAFEGUARDING PUPILS USING OFF SITE FACILITIES**

The School will ensure that all contractors working on site who are likely to have unsupervised contact with pupils have been appropriately DBS checked. Contractors will also be required to provide proof of identity on arrival at the School.

The School will also ensure that assurance is given that appropriate child protection checks and procedures apply to any other staff employed by another organisation and working with the School's pupils on another site, e.g. the Swan Centre.

### **1.3 WORK EXPERIENCE PLACEMENTS**

The School will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations will include the level of supervision being provided by the person engaged in the teaching/training/instruction/supervision of the child and the frequency of the teaching/training/instruction. If the level amounts to regulated activity, the School should ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person

Regarding placements of pupils within and out with the School in relation to work experience, although there is no legal requirement to carry out DBS checks on such pupils, the following is considered good practice and the Designated Safeguarding Lead should ensure that

- work experience placements where Longridge pupils are in a work situation with children or vulnerable adults are contacted regarding any possible child protection issues associated with those pupils being placed well in advance of the placement date;
- relevant staff are aware of any child protection issues associated with pupils being placed at Longridge Towers School so that appropriate measures may be put in place.

### **1.4 EDUCATIONAL VISITS AND EXCHANGES**

From time to time, pupils will participate in visits and exchanges arranged through the School and requiring them to be resident overnight in a residential centre/hotel or hosted by parents or exchange partners. As such, there will be times when such children are not under the direct supervision of school staff.

Where a residential centre is being used, staff should, as part of their planning, visit the centre if practical to do so, or vet the centre through references in order to check that safeguarding and child protection arrangements are satisfactory, including ensuring that all staff have been appropriately vetted and have not been barred from working with children.

Where a hotel is being used, staff should make every endeavour to ensure that the children involved are all accommodated in the same area of the hotel and that a member of staff is located at immediate hand. Steps should also be taken to ensure that communication is possible between the children and staff without the children necessarily having to leave their room i.e. by internal hotel or mobile phone.

It is recognised that for exchange visits, overseas host families are not subject to English law. Therefore it is the group leader's job to make sure that ground rules are agreed. In addition, the following are also the responsibility of the group leader:

- a good personal knowledge of the host school and staff counterparts;
- satisfactory 'pairing' arrangements, where children are matched with similar children. The partner school provide information to the host families of the ages, gender and any special medical or dietary needs of their guests;
- parents, pupils and the host school should be clear about the arrangements for collecting and distributing children to families, and for transporting children throughout the visit;
- the Headmaster should retain a list of all the children involved and their family names and addresses;

- pupils living with host families should have regular contact with a member of the accompanying staff, and emergency contact details should they have a concern at any time when not in direct contact with the accompanying staff:
- parents should be made aware that their children are living with host families and as such, will not always be under direct teacher supervision.

Where exchange pupils from another school are being hosted by Longridge parents, the School will carry out a DBS check on those parents. The School may also choose to carry out DBS checks on any other members of the household aged over 18 who are not pupils at the School.

Staff on all trips should ensure they carry a safeguarding pack which includes: separate risk assessments for pupils with known additional health needs; information about any medication being taken by a pupil on a trip and the agreed arrangements for its administration; copies of the Child Concern referral form and the Physical Restraint form; the contact for the DSL; an individual DSL contact card for each pupil; and emergency contact cards if appropriate (bilingual when abroad).

## **1.5 BOARDING PUPILS**

We recognise that boarders are potentially more vulnerable than day pupils, in that they are on the school premises overnight and their homes may be a considerable distance away, limiting contact with their family substantially. House Parents are given appropriate Safeguarding training and the Designated Safeguarding Lead has a weekly meeting with the Head of Boarding and Senior House Parent where any issues or concerns related to safeguarding are discussed.

The School will ensure that:

- recruitment of boarding staff and House Parents is rigorous and in line with the School's Safer Recruitment policy;
- House Parents and other boarding staff are given appropriate training in safeguarding procedures and are alert to the boarders' vulnerabilities and risks of harm;
- Either the Head of Boarding or the Senior House Parent will be trained to DSL level with a remit for oversight of child protection and safeguarding in boarding;
- all boarding staff are familiar with the guidance set out in the School's Staff Behaviour Policy for staff and conduct themselves appropriately and professionally at all times;
- new House Parents are supported with appropriate induction training and on-the-job mentoring;
- contractor staff are effectively supervised when carrying out work in the Boarding House;
- boarders are listened to and their views and concerns are taken into consideration in matters affecting the Boarding House;
- boarders have information about, and access to an independent listener and other external support services such as ChildLine;
- bullying is dealt with effectively and promptly, in line with the School's Anti-bullying policy;

- the school environment and positive ethos, where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued, regardless of age, sex, gender, ethnicity, disability, sexual orientation or religion, extends into the boarding community;
- senior pupils in positions of responsibility over other pupils within the Boarding House are given an appropriate level of training in safeguarding;
- all members of the Boarding community understand whistle blowing procedures;
- the Boarding House is kept secure at all times, and that procedures for access to the building are clearly understood by staff, parents, day pupils and boarders;
- House Parents know and use effectively the policy for dealing with missing boarders;
- boarding provision complies with the National Minimum Standards;
- House Parents are provided with Continuing Professional Development, appropriate to their roles.

## **1.6 PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers to recognising abuse and neglect in this group of children can include:

- assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs; and
- communication barriers and difficulties in overcoming these barriers.

Additionally, for some pupils, support is required with personal care and/or dressing. Staff involved in this type of support should be guided by the information and procedures set out in the Intimate Care Policy.

## **2. PROCEDURES**

Longridge Towers School will act in accordance with the following legislation and guidance:

The Children Act 1989 and 2004

Education Act 2002, section 175

Interagency Procedures produced by the Northumberland Strategic Safeguarding Partnership

Interagency Procedures produced by the Scottish Borders Children and Families Social Work Services (C&FSWS)

HM Government 'Working Together to Safeguard July 2018

HM Government Counter Terrorism and Security Act 2015

PREVENT Strategy HM Government

Keeping Children Safe in Education, September 2019

DfE guidance 'What To Do If You're Worried A Child Is Being Abused' 2015

Boarding Schools National Minimum Standards (April 2015)

The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)

The Education (Pupil Registration) (England) (Amendment) Regulations 2013

Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales)

The School:

- recognises the importance of the role of having appropriate lead staff and has three staff fully trained to the level required for taking the lead in safeguarding children. The Designated Safeguarding Lead is Mrs Isabel Cheer, and Mrs Sandra Bullen, and Mrs Krysia Westthorp, deputise in her absence. All update their interagency training every two years with the Northumberland Strategic Safeguarding Partnership as required by law, and complete on-going training regularly in the intervening period. Mr Steve Wilkinson, Mrs Allie Ireland and Mrs Sally Douglas are also members of the Safeguarding Team who are currently undertaking the required training to DSL level. All DDSLs should have the competency to carry out the activities stated in the DSL job description (See Appendix 6).
- will ensure procedures are annually reviewed and updated as necessary.

## 2. DISCLOSURE AND REFERRALS

### Disclosure procedures

When a member of staff sees a sign which may be a cause for concern s/he should seek any information from the pupil with tact and understanding.

If a pupil makes a disclosure of abuse to a member of staff or a volunteer working in the School or a pupil passes on information about a disclosure made to them by a fellow pupil or pupils, that member of staff should act in the following way:

- listen to the pupil;
- **do not promise confidentiality**; reassure the pupil that any information will be treated with the utmost sensitivity and will only be shared with those people who need to know about it;

- be supportive of the pupil;
- limit any questioning of the pupil to the minimum necessary to seek clarification only, strictly avoiding ‘leading’ the pupil by making suggestions or asking questions that suggest an answer. (Do not ask questions like ‘Did s/he do ..... to you?’ using instead a minimum number of questions of the ‘Tell me what happened’ type);
- do not make any detailed physical examination nor initiate an examination by any other agency other than in an emergency but note any information on areas the pupil reports as painful or on which you observe physical trauma and include on the diagram on the back of the Child Protection Referral Form (see Appendix 2), copies of which are available in all the staffrooms, Boarding, the kitchen and in the Maintenance & Cleaning staff rest areas;
- inform the DSL or one of the DDSLs as soon as practicable, having first ensured the safety of the pupil making the disclosure and bearing in mind their level of vulnerability, having located appropriate support or supervision as required;
- do not inform the parent at this stage, as the disclosure may lead to a police investigation. The DSL or acting DDSL will advise of who should do this as part of the outcome of an initial conference with the Headmaster and/or the appropriate Child Services;
- make a written record using the Child Protection Referral Form (available in all staff rooms) as soon as possible after the conversation and pass the record to the DSL immediately, or in the event of her being unavailable, to one of the DDSLs. The report should be as verbatim as possible, as the disclosure may lead to a police prosecution;  
(REMEMBER: you also have the right to contact Child Services yourself, but where this has been done, please also advise the DSL or one of the DDSLs as soon as possible);
- Once a concern has been raised, the Headmaster will be notified immediately, or in his absence, the Deputy Headmaster, and a decision made as to what, if any, further action should be taken with regard being given to NSSP procedures for pupils resident in England (a full listing of which can be found at <http://northumberlandlscb.proceduresonline.com/chapters/contents.html>) or the Integrated Children’s Services for pupils resident in Scotland (a full listing of which can be found at <http://www.sb-cpc-procedures.org.uk/sitemap/>). Where a child is considered to be at risk of harm, advice will always be sought from the appropriate Children’s Services within 24 hours. Where it is decided that a child is at considerable or immediate risk of harm, a referral will be made immediately, and the School will provide appropriate teaching cover for the DSL or in the event of her being unavailable, the acting DDSL or, the relevant member of staff where a direct referral has been made by that member of staff, in order to facilitate this. The School will be guided by Children’s Services as to whether the matter should be dealt with internally by the School, be subject to an Early Help Referral or a Section 17 (Child in Need) or Section 47 (Child Protection) enquiry. Please see section 2.4 regarding the procedures for dealing with allegations of abuse made against a member of the School staff.
- in the event of a pupil making a disclosure whilst being taken home on School transport, the following procedure should be followed:
  - a) remain calm;

- b) as soon as it is practicable and safe to do so, contact the DSL on 07707 527666 for advice, even if this is before the end of the journey - NB: Please bear in mind the law regarding the use of mobile phones in vehicles and the need for confidentiality;
  - c) if unable to contact the DSL, contact the appropriate Children's Services team for advice;
  - d) complete a Child Protection Referral Form (see Appendix 2) as soon as possible, and pass to the DSL.
- Inform the police directly where there is imminent danger to a pupil or if there is a concern regarding criminal activity.

### Concerns about behaviour of a member of the public

Staff should be vigilant at all times for unwarranted or inappropriate behaviour by members of the public. Part of the risk assessment should include identifying the possibility of unwarranted or concerning interest from members of the public, for instance, from spectators at an event. If staff become aware of such behaviour by a member of the public, and particularly if it is not on school premises, the following procedure should be followed:

- a) if a child appears to be in immediate danger of harm, staff should, if it is safe to do so, position themselves between the person causing concern and pupils or remove the pupils from the immediate vicinity;
- b) the police should be contacted and the School informed;
- c) staff should take a note of relevant information such as a description of the person and the behaviour that is causing concern;
- d) if the behaviour continues, and even if no immediate harm or danger is present, the police should be contacted and the School informed;
- e) on return to school, a report should be written to record the incident, the actions taken and, if relevant, any police incident report reference number. This report should be given to the DSL as soon as possible.

## **2.1 TRAINING**

The School will provide training for all staff including volunteers as part of their induction process. This will include:

- ensuring that staff read Keeping Children Safe in Education Part 1 September 2019, along with Annex A, the School's Child Protection (Safeguarding) Policy, the School's Behaviour Management Policy, the Staff Behaviour Policy, the Whistleblowing Policy and the ICT Acceptable User Policy and understand that it is everybody's responsibility to see that children are kept safe;
- undergoing level 1 training with the DSL or one of the DDSLs in order that staff are familiar with the procedures set out by NSSP's procedures and those of Scottish Borders Children and Families Social Work Services, the requirements of KSCIE and the processes for whistleblowing;
- ensuring that they are aware of the importance of child protection and safeguarding, and that all staff have an individual responsibility for referring concerns using the proper channels and within the recommended timescales set out in the NSSP and C&FSWS procedures;

- raising awareness that safeguarding also encompasses behaviour by the children themselves which puts them at risk of significant harm, e.g. drug taking, alcohol abuse, sexting, self-harming;
- raise awareness that abusers may be male or female, and that children and young people are also capable of abuse;
- developing understanding of the importance of contextual safeguarding, whereby the places children go and the people they meet out of school may also be a risk factor in relation to their safety;
- the names, contact details and roles of the Safeguarding Leads and the location of those staff within the School;
- where the School's Safeguarding (Child Protection) Policy can be located in both electronic format and hard copy;
- where copies of 'What to do if you're worried a child is being abused' are located in both hard copy and electronically  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- where the NSSP procedures may be located viz.  
<http://northumberlandlscb.proceduresonline.com/chapters/contents.html>
- where the C&FSWS procedures may be located viz. <http://www.sb-cpc-procedures.org.uk/sitemap/>
- information about types of abuse;
- how to support and respond to a child who makes a disclosure which raises concerns about that child's safety and/or welfare.

Further staff training will be on-going throughout the year, annually at the start of each year, and never at a period of less than 12 months from the initial training. This will take the form of emails, e-bulletins, updates at staff meeting and twilight training sessions. Staff will also be trained in on-line safety. The DSL and the DDSLs should also keep a log of evidence of training. This may include: certification; courses attended; personal reading; and, online training.

## **2.2 WORKING IN PARTNERSHIP**

The School understands that working in partnership with parents and when required, outside agencies, is the best way to safeguard children and young people.

The School will therefore:

- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the nature of the safeguarding issue precludes this;

- notify the locality Family and Children’s Trust (FACT) Team (pupils resident in Northumberland) or the Children and Families Social Work Services (C&FSWS) (pupils resident in the Scottish Borders) if either it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently) or there is an unexplained absence of more than two days duration from school (or one day following a weekend) of a pupil who is subject to a Child Protection Plan. Likewise, absence will be notified where it is agreed as part of any Child Protection Core Group plan;
- in an emergency; the School will make contact with Berwick Children’s Services - who would then liaise with another local authority if a pupil in need was resident elsewhere – and/ or with Berwick Police if a criminal offence is suspected;
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;

### **2.3 RECORD KEEPING**

The School is aware of the high degree of importance of keeping accurate records in relation to safeguarding and will:

- maintain an up to date Single Central Record of all safeguarding checks required as part of safer recruitment practices and safeguarding training;
- keep clear detailed written records of concerns about children including those passed on verbally (noting the date, event and action taken), even where there is no need to refer the matter to the locality team;
- ensure all records relating to concerns about children are kept as single hard copies, and are secured in a locked location in order to maintain confidentiality;
- ensure that Child Protection records are passed on promptly if a child moves to a new school;
- ensure that when children transfer to Longridge Towers School from other schools that a request for safeguarding and relevant pastoral records is made to their previous school by the DSL via the Registrar;
- ensure updates regarding the Child Protection (Safeguarding) Policy are made accessible to all staff and that appropriate acknowledgement is sent to the member of staff responsible for recording the information in the Single Central Record.

### **2.4 DEALING WITH STAFF SAFEGUARDING/ABUSE ALLEGATIONS**

The School is mindful of its duty of care towards the children in its care, and the following procedures pertain to dealing with an allegation against staff or other adults working in the School. Allegations may relate to where a person has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

Support will be provided in accordance with the statutory document ‘Keeping Children Safe In Education.’ September 2019.

The procedures for dealing with allegations of abuse by staff are as follows:

- The allegation should be reported direct to the DSL who will inform the Headmaster. Where the allegation is against the DSL or one of the DDSLs, the Headmaster should be contacted directly, or in his absence, the Deputy Headmaster. Where the allegation is against the Headmaster, the report should be made to the DSL, or in her absence, one of the DDSLs, who will then contact the Chair of Governors (see Appendix 3). This contact should be made without the Headmaster being informed. The Headmaster or Chair of Governors, who will act as case manager, will then contact the Local Authority Designated Officer (DO) on 01670 623979 for advice on a course of action, which will be dependent on the nature, content and context of the allegation. This should be done as soon as possible or at the very most within one working day.

When the allegation is made by a child, parental/carer consent is not required in order for this to happen. Police should be contacted immediately if the allegation indicates that the staff member has behaved in a way which poses an immediate risk to a pupil or pupils or evidence indicates a possible criminal offence. After discussion with the DO, a number of actions may be followed depending on the seriousness of the allegation.

The designated case manager, usually the Headmaster, should inform the person against whom the allegation has been made as soon as possible after the consultation, unless advised to the contrary by the DO. They should be advised to contact their trade union representative (if they have one) or alternatively, a colleague for support. The case manager should appoint a named representative to keep the person subject to the allegation informed of progress in the investigation. The representative should also ensure that access to appropriate support services is available. Where the allegation is made by a pupil, parents/carers should also be informed, unless advised to the contrary by the DO, and they, along with their child, should be made aware of the requirement to maintain confidentiality about any allegations whilst investigations are on-going. Support for the pupil(s) will be provided by the School in the first instance, and if required, in partnership with appropriate outside agencies. Where the allegation is made by a member of staff, they will be made aware of the need for confidentiality and support, if required, will be provided by the School. The School itself will make every effort to maintain confidentiality until such time as a formal offence charge is made, or the member of staff concerned effectively waives their right to anonymity. Consideration will be made regarding information sharing on a need to know basis, ways of managing speculation and gossip, and how to deal with any press enquiries.

- Where no further action is deemed necessary, a justification should be recorded by both the case manager and designated officer(s), with agreement on what information should be put in writing to the individual concerned and by whom. The case manager and designated officers should then decide actions in respect of the individual against whom the allegation was made, and those making the allegation.
- Where further investigation is required, the accused person may, depending on the nature, content and context of the accusation, be: redeployed within the School to avoid direct

contact with the pupil concerned; continue to work with children under supervision with another adult present; asked to teach classes where they will not come into contact with the pupil who has made the allegation; asked to carry out work on behalf of the School from home; suspended from duty. In the event of suspension, the accused person should be informed by written confirmation of the action within one working day. This confirmation should give as much appropriate detail as possible for this decision.

- All should work to resolve any case as quickly as possible and the outcomes communicated clearly to all parties at the conclusion.
- The following definitions are used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation, therefore no implication of guilt or innocence;

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation.

- Actions taken will be dependent on the outcome of investigations: allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KSCIE and a copy will be provided to the individual concerned. Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. The designated officers may consult with Children's Support services regarding a pupil who has made such an allegation regarding possible support needs for them. For any person(s) making such an allegation, disciplinary action may be taken, including the possibility of the matter being referred to the police.
- Allegations which are substantiated may lead to a criminal prosecution. Where this is the case, the School should refer the matter to the TRA, the General Teaching Council for Scotland (where the member of staff has GTCS registration) and the DBS, as appropriate. A report should also be made to the Charity Commission.
- Lifting of suspension – when the outcome of a case is that the member of staff can return to work, the School will discuss with that person the best way of doing this. This may involve use of a phased return, support and mentoring, and discussion about managing the person's contact with the person(s) who made the allegation against them.
- Where the alleged perpetrator of the abuse is a House Parent, s/he will be asked to remove him/herself from the school premises until the matter has been investigated and concluded.

There may be occasions from time to time when the School makes use of the services of volunteers. **Volunteers should be under the supervision of staff at all times.**

The following procedures should be used in the event of an allegation of abuse being made against a volunteer:

- The allegation should be reported direct to the Designated Safeguarding Lead, or in her absence, a Deputy Designated Safeguarding Lead who will make a written record and inform the Headmaster.
- The DO (01670 623979) will be consulted for advice on a course of action, which will be dependent on the nature, content and context of the allegation.
- The person against whom the allegation has been made should not be informed until the DO has been consulted. This should take place within one working day of the allegation.
- Where an allegation has foundation, the DO will inform the appropriate Children's Services and also, if necessary, the Police.
- Where no further action is deemed necessary, a justification should be recorded by both the DSL and the Headmaster with agreement on what information should be put in writing to the individual concerned and by whom.

## **2.5 PEER ON PEER ABUSE**

The School is aware that the perpetrator of abuse may not always be an adult, but a child's peer. The school has an established ethos of providing a safe and supportive environment and expects high standards of behaviour from its pupils at all times, as set out in both the Anti-bullying and Behaviour Management Policies. Pupils are also taught explicitly about healthy relationships in the P.S.H.E. curriculum and across the whole school curriculum where appropriate opportunities arise.

Nevertheless, the School acknowledges that there may be times when peer on peer abuse occurs. This may include using derogatory language, inappropriate sexual behaviour, coercive control, physical violence and emotional abuse, including cyber-bullying and so-called initiation ceremonies. The School will consider the incident and decide the course of action on a case by case basis, taking into account the child's best interests. Although it is anticipated that most incidents will be matters which can be dealt with in line with the Anti-bullying and Behaviour Management Policies, there may be occasions where the matter requires dealing with under safeguarding arrangements, including seeking advice from and working with relevant external agencies such as Children's Service and the Police. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, peer on peer abuse will be treated as a matter of safeguarding. It will be made clear to pupils that this type of abuse is unacceptable, and that it in no way constitutes 'banter' or 'part of growing up'. Victims of peer on peer abuse will be treated as being 'at risk', as will perpetrators of peer on peer abuse, and both will be offered support, as necessary.

The School will deal with allegations by listening to the allegation and making a written record. Consideration should be given as to whether the nature of the allegation raises safeguarding concerns and/or a potential criminal offence and if it does, the DSL should be consulted.

Where there is no safeguarding issue, the matter should be investigated and dealt with in accordance to the relevant policy on Anti-bullying and/or Behaviour Management.

In the event of the allegation raising safeguarding and/or criminal offence concerns the DSL will seek advice from Children's Services and/or the Police. Where the advice recommends a referral:

- the parents of all parties involved (alleged perpetrator(s) and alleged victim(s)) will be informed about the referral, and then kept informed of its progress up to a conclusion;
- the School will provide external agencies with any relevant information requested as part of their investigations;
- the School will work to support all parties by implementing any external agency recommendations made regarding what is best for the welfare of all parties concerned. This may involve continuing to educate all parties in school but ensuring that contact is supervised or does not occur, but may also, depending on the nature of the complaint, involve temporary suspension of the perpetrator.

Once the matter has been concluded, the School will continue to offer support as advised by external agencies with regards to what is best for the welfare of all parties.

## **SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

The whole school community should be aware that sexual harassment and sexual violence are completely unacceptable and will not be tolerated.

Staff should follow the guidelines for a disclosure, and it should be made clear to the child making the disclosure that the matter will be taken seriously. In addition to this procedure, staff should be aware that should where such a disclosure involves electronic images, these should not be viewed except under exceptional circumstances (please refer to 2.6 SEXTING). However, such electronic equipment may be confiscated and kept in a secure location pending further investigations.

***Allegations of the nature must be referred immediately to the DSL, or if the DSL is unavailable, one of the DDSLs.***

The School will treat cases of sexual harassment and sexual violence on a case-by-case basis, and the following factors will be considered:

- the wishes of the victim and how they want to proceed (within the wider context of what is in the best interests of the child);
- the nature of the alleged incident(s) including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- any power imbalance involved;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- potential ongoing risks to the victim, other children, or school staff;
- other related issues and the wider context of safeguarding.

External agencies will be consulted where felt appropriate and these may include Children's Services and Police. The School will carry out a risk assessment and put in place a plan to safeguard and support the victim, alleged perpetrator and any other children directly involved. This should be done as a matter of priority, and the outcome of any enquiries should not be waited for. The DSL will consult with external agencies during any investigation to ensure that the risk management plan does not jeopardise any ongoing statutory investigations.

Decisions about the best way to manage the education of the victim and the alleged perpetrator will be made based on the information and advice available. This is likely to be a dynamic process as victims may not disclose the whole picture immediately. The DSL and those supporting both the victim and alleged perpetrator should keep the management plan under regular review.

School staff should recognise that certain pupils are more vulnerable to peer on peer abuse and peer on peer sexual harassment and/or sexual violence. Particularly vulnerable may be those pupils who are boarders and those pupils who have Special Educational Needs.

## **2.6 SEXTING**

The School is aware that increased use and acceptance of highly sophisticated mobile phones and devices such as iPads is common amongst pupils and wider society, and that there are many positive benefits from using such technology. The School endeavours to educate all pupils through the P.S.H.E. and Computing curriculums to keep themselves safe in the digital world by using technology responsibly. However, the School is also aware that sometimes children make less sensible use of technology and that one area of concern is that of a practice referred to as ‘sexting’, which may expose them to risk of abuse, or itself be a sign of abuse.

‘Sexting’ has no clear definition, but for the purpose of this policy is taken to mean ‘youth produced sexual imagery’. This may include young people under the age of 18 creating, possessing and/or sharing pictures or videos of a naked young person, a topless girl and/or displays of genital or sex acts. This is a criminal offense and, depending on the circumstances, may lead to prosecution and a criminal record. However, the School works in line with Government advice on this, in order that children and young people are not criminalised unnecessarily. This advice can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Disclosure in relation to youth produced sexual imagery may occur through a child informing a teacher, through a report by a concerned peer or parent, or by discovery of images.

Such a disclosure should be referred immediately to the DSL, who will initiate an initial review meeting with the Headmaster or other member of the Senior Leadership Team and at least one of the DDSLs.

Decisions will be taken on:

- the level of risk to those children involved;
- whether a referral should be made to the police and/or children’s services;
- whether it is necessary to view the imagery (This should only be done if there is a complete lack of clarity as to the content of the imagery and never if it would cause significant distress to the child concerned. If the decision to view is made, this should be done by the DSL or another member of the team with delegated authority from the Headmaster, on school premises with the Headmaster or another member of the Senior Leadership Team present who will not view the imagery, and preferably by a staff member of the same sex as the young person in the imagery. A record should be made of when the imagery was viewed, who was present, why the imagery was viewed and any subsequent actions with reasons.);
- what other information is required to decide on the best response;
- whether the image has been shared and if so, how far and via what service and/or platforms;

- whether immediate action should be taken to delete or remove images from devices or online services;
- any relevant facts about the children involved which would influence risk assessment;
- whether to contact the parents/carers of children involved (This should only not be done if it would increase the risk to the child);
- whether other establishments or individuals need to be contacted;
- whether other devices should be confiscated and passed on to the police. In these cases, the devices should be turned off and locked in a secure place until they can be collected by the police.

An immediate referral to police and/or children's services will be made if:

- the incident involves an adult;
- there is reason to believe that the images are a result of coercion, blackmail or grooming, or if concerns exist about capacity for consent;
- what is known about the imagery suggests that the contents depict sexual acts which are unusual for the stage of the child's development or are violent;
- the imagery involves sexual acts where any person in the imagery is under 13;
- there is reason to believe that the child is at immediate risk of harm due to the sharing of the imagery, e.g. through self-harm or suicide.

Sanctions will depend on the severity of the offense. These may range from school imposed such as Senior Leadership Detentions and/or exclusion (fixed term or permanent) up to prosecution with a resulting criminal record.

## **2.7 EXTREMISM AND RADICALISATION**

The School, as part of its commitment to safeguarding and promoting the welfare of all its pupils, recognises its role in being vigilant and recognising that extremism and radicalisation can occur regardless of geographical location or population demographics.

The School will:

- provide all staff with appropriate training in respect of the PREVENT duty, including PREVENT awareness training for the Designated DSL, who will then assess whether it is more appropriate for the concern can be dealt with in school or by referring on to external agencies, such as the NSSP, C&FSWS and/or the police;
- ensure that all staff are aware of factors which increase possible vulnerability to radicalisation;
- ensure that all staff know the correct procedures for reporting concerns;
- ensure that all visiting speakers to the School, whether invited by staff or pupils, are aware of and follow the procedures for all visitors to the School, and that they are appropriately supervised whilst talking to pupils;
- develop resilience to radicalisation through the P.S.H.E. curriculum and through the teaching of fundamental British values (democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs) where opportunities arise in the wider curriculum;

- work with the NSSP and C&FSWS regarding advice, support and awareness of general levels of risk within the area.

## **2.8 CHILD MISSING IN EDUCATION**

The School acknowledges that children who go missing in education may be subject to abuse and/or child sexual exploitation. Equally, no abuse as such may be involved, but numerous or prolonged absences will have a detrimental effect on the education of the child. It is recognised that Form Tutors and the teaching staff are in the best position to raise initial concerns about such absences. The School will therefore ensure that:

- Form Tutors maintain appropriate records of attendance as a matter of statutory duty;
- contact is made by a member of staff from the Senior or Junior School Office on the first day of the absence when no contact has been initiated from home and the School's a.m. registration has been completed;
- the situation is flagged with the DSL and concerns are raised by the Form Tutor with parents/carers when absence is either prolonged or a series of shorter, sporadic periods to ensure that appropriate support may be made in order that reasons for such absences can be established, and appropriate support strategies put in place;
- where appropriate, concerns will be discussed with the Child Missing from Education contacts (For pupils resident in England: Angela Cunningham 01670 622800; for pupils resident in Scotland: 01835 884000) and their advice sought.
- the local authority is notified when a pupil's name is about to be removed from the school admission register and also when a pupil's name is about to be added to the School register, in accordance with the Children Missing Education Statutory Guidance September 2016.

## **2.9 PRIVATE FOSTERING**

Private fostering is an agreement whereby the parent/guardian/carer places a child, who is under school leaving age in the care of someone who is not a close relative or an officially approved foster carer for a period of more than 28 days. Where the School becomes aware of such an arrangement, they have a statutory duty to inform the local authority of the arrangement, in order that the authority may carry out relevant and appropriate safeguarding checks.

## **3. SUPPORT**

The School is aware that there are times when children may require support in order to ensure that they are safe from harm. This may be short or long term and can arise from circumstances such as family and/or personal difficulties, mental health issues or abuse. The type of support provided will be proportionate to the issues being dealt with. The School will endeavour to ensure that the best interests of the child is at the heart of decision making wherever possible.

### **3.1 EARLY HELP ASSESSMENT**

Early Help Assessments (EHAs) are designed to provide support for children whose needs extend beyond what the School can offer. EHAs are most likely to be centred around circumstances such as

family and/or personal difficulties, and mental health related issues, where there is a concern for the welfare of the child, but risk of harm is neither significant nor immediate. EHAs are done in partnership with parents/carers and families and are generally co-ordinated by the School, with outside agencies involved as required. More information about EHAs can be found at <http://northumberlandlscb.proceduresonline.com/chapters/contents.html>.

Staff should be aware that any child may benefit from this type of support, but should be particularly alert to potential need for a child or children who:

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

### **3.2 SUPPORTING CHILDREN WHO ARE VICTIMS OF ABUSE**

#### Support in cases of abuse

The School acknowledges that appropriate support should be provided for those experiencing abuse, alleged perpetrators and those people to whom disclosures have been made.

#### Children who have been abused

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. We also recognise that abuse may be perpetrated by adult on child and also by child on child.

The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.

The School will endeavour to support children who have been abused through:

- ensuring the curriculum provides opportunities for the child to develop self-esteem, self-motivation and resilience;

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the School's Behaviour Management Policy which is aimed at supporting vulnerable pupils in the School. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and, in relation to any disclosures, is not to be blamed for any abuse they have received;
- liaison with other services which support the pupil such as the locality team, Child and Adolescent Mental Health Services (Hillside Unit, Alnwick for pupils resident in Northumberland and the Andrew Laing Unit, Selkirk for pupils resident in the Scottish Borders), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- a commitment to develop productive and supportive relationships with parents/carers whenever it is in a pupil's best interest to do so;
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying the locality team **as soon as there is a recurrence of a concern**;
- transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the School;
- transferring promptly any Child Protection records and information to any new school to which the child concerned moves.

#### Staff to whom a disclosure has been made

Appropriate support will be offered to staff to whom a disclosure has been made. This may consist of internal support and/or support from NSSP or other appropriate support services, such as counselling.

#### **4. CONFIDENTIALITY AND INFORMATION SHARING**

**All staff must be aware that they cannot promise a child or an adult confidentiality where a risk of harm exists.**

Staff will ensure confidentiality protocols are adhered to and information is shared in an appropriate, proportionate and timely manner. In cases where a staff is unsure as to whether the matter is confidential, they should seek advice from either the DSL, one of the DDSLs or the Headmaster.

The Headmaster, DSL or DDSLs will share safeguarding and child protection information in a proportionate and timely manner with appropriate members of staff

**All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018, General Data Protection Regulations (GDPR) or human rights should not be viewed as a barrier when a child is at significant risk of harm. (See Appendix 5 The Seven Golden Rules of Sharing Information).**

## **OTHER RELEVANT POLICIES**

### **Using Reasonable Force**

The School practises a ‘Using Reasonable Force’ Policy in line with the Department for Education document and a copy of this is available on request.

Whenever possible, staff should endeavour to de-escalate a situation verbally. However, the School acknowledge that there may be occasions where physical intervention may be necessary. Staff should be clear that they must **only ever use physical intervention as a last resort**, and that at all times it must be the minimal force necessary. Physical intervention may only be used in the following circumstances and never as a punishment:

- (a) to remove disruptive children from the classroom where they have refused an instruction to do so;
- (b) to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- (c) to prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- (d) to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the school premises; and
- (e) to restrain a pupil at risk of harming themselves through physical outburst.

We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may require consideration under child protection or disciplinary procedures.

Any incident which involves the use of physical intervention should be reported and logged by the DSL. A full report should be submitted within one working day of the incident, using the Physical Restraint Incident form (see Appendix 4).

### **Longridge School Mental Health and Wellbeing Policy**

The School is aware that good mental health and wellbeing is an important aspect of the whole school community with regards to it effectively carrying out its duties in respect of child protection and safeguarding. The Longridge School Mental Health and Wellbeing Policy clarifies how the school supports vulnerable children, young people and staff. The School follows NSSP’s guidance on self-harm.

For further information, go to

[http://northumberlandlscb.proceduresonline.com/pdfs/manag\\_self\\_harm\\_suicid\\_behv.pdf](http://northumberlandlscb.proceduresonline.com/pdfs/manag_self_harm_suicid_behv.pdf)

## **Anti-Bullying**

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

## **Racist Incidents**

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

## **Equal Opportunities**

Our policy regarding the use of discriminatory and derogatory language is also set out in the Equal Opportunities Policy and is reviewed annually by the governing body. We acknowledge that such language is unacceptable and that incidents may lead to consideration under child protection procedures.

## **Health & Safety**

Our Health & Safety Policy is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **Behaviour Management**

Our Behaviour Management policy is reviewed annually by the governing body. We acknowledge that inappropriate use of punishment within the school environment may lead to consideration under child protection procedures.

## **Visiting Speaker Risk Assessment Policy**

The School acknowledges that using visiting speakers is a valuable resource for enriching the pupils' curriculum and widening their horizons, but is also aware that it has a duty of care under the Prevent statutory guidance to ensure that the content of such talks are in line with both the School's ethos and fundamental British values, and that pupils are able to critically evaluate ideas and opinions. Guidance on visiting speakers is given in this policy and all staff should refer to it when considering arrangements for inviting an outside speaker into school.

## **Guidance on Interaction with Children**

Guidance on Interaction with Children is set out in the Staff Behaviour Policy. It reflects the consideration given to the protection of our children by providing clear guidance on maintaining professional and appropriate relationships between staff and pupils.

## **Whistle Blowing**

The Whistle Blowing Policy, which is contained in the Staff Handbook, is reviewed annually by the governing body. It clearly states that inappropriate contact with pupils is a matter of child protection and should be reported as part of the staff's duty of care to the pupils.

NB Where staff feel that genuine safeguarding concerns are not being addressed by the school, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline: tel 0800 028 0285; email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Induction and Induction Checklist**

Child Protection training is done as part of the School's Induction Policy and is carried out by the DSL or in her absence, one of the DDSLs. Regular retraining of staff regarding Child Protection is carried out throughout the year.

## **Children with Additional Needs**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems should be extra vigilant to signs of abuse and should refer any concerns to the DSL.

## **Acceptable Use of ICT Policy**

The Acceptable User Policy is available on the school website and all joining pupils, along with their parents/carers are required to sign acceptance of this. The School recognises that pupils may use technology as a means of abusing and/or bullying other pupils, and that such behaviour may need to be dealt with under child protection procedures.

Mr Jonathan Lee  
Headmaster

Mrs Isabel J. Cheer  
Designated Safeguarding Lead

Reviewed and updated August 2019

Date of next review: August 2020

## **CHILD PROTECTION (SAFEGUARDING) POLICY**

### **APPENDIX I – DEFINITIONS OF ABUSE**

#### **DEFINITIONS AND POSSIBLE INDICATORS OF ABUSE**

##### **Physical Abuse**

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

##### **Indicators**

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- administration of punishment which appears excessive
- fear of parents being contacted
- withdrawal from physical contact
- flinching at sudden movements
- arms and legs covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- chronic running away

##### **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 (e.g. 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 online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

##### **Indicators**

- withdrawal and introversion
- display of sexual knowledge or behaviour beyond a pupil's years  
(see <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>)
- persistent masturbation, particularly in inappropriate settings
- provocative or seductive behaviour towards adults
- disclosure of sexual activity through words, play or drawings.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express themselves, deliberately silencing them or 'making fun' of how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitations 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 cyberbullying), 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.

#### **Indicators**

- physical, mental and emotional development delay or disturbance
- administration of punishment which appears excessive
- over-reaction to mistakes
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to stressful situations
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- extremes of passivity or aggression
- drug-solvent abuse
- chronic running away
- compulsive stealing
- enuresis/encopresis (bedwetting/soiling)

### **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. This includes: failure to provide adequate food, clothing and shelter; failure to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision (including the use of inadequate care-givers); failure to ensure access to appropriate medical care and/or treatment; unresponsiveness to a child's basic emotional needs.

#### **Indicators**

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies

- low self-esteem
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- no social relationships
- chronic running away
- compulsive stealing
- scavenging for food or clothes

### **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. Like all forms of child sex abuse, child sexual exploitation

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to engaged in sexual activity including intercourse;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticements-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious choice, this power imbalance can also be due to a range of other factors including sex, gender, sexual orientation, cognitive ability, physical strength, status, and access to economic or other resources.

### **Indicators**

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Female Genital Mutilation (FGM)**

Female genital mutilation involves a physical procedure on the victim whereby external female genitalia resulting in partially or wholly removed or sewn up. It is also sometimes referred to as female circumcision. **THIS PRACTICE IS ILLEGAL IN THE UNITED KINGDOM. IT IS ALSO ILLEGAL FOR THIS TO BE CARRIED OUT ON A**

**BRITISH CITIZEN, EVEN IF IT OCCURS OUTSIDE THE UNITED KINGDOM.** It is a legal requirement that any suspected case of FGM is reported to the Police and therefore anyone who has any suspicions that an act of FGM has been carried out should report it to the School's DSL immediately.

#### Indicators

- young people who live in a community which is known to practise or is likely to
- female relatives have undergone the procedure
- preparing to go abroad for a period of time, particularly to areas where FGM is common practice  
(see <http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>)
- young person talking about special procedure or ceremony which they are going to participate in
- changes in behaviour after a prolonged absence
- bladder and or menstrual problems
- discomfort when sitting
- complaints about a sore feeling between their legs

#### Radicalisation and Extremism

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with social influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

#### Indicators

- spending increasing time in the company of other suspected extremists
- changing 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 or cause
- communications with others that suggests identification with a group, cause or ideology
- using insulting or derogatory names to de-personalise 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; refusal to co-operate; attempts to recruit to prejudice-related organisations; condoning or supporting violence towards others.

#### Forced Marriage

A forced marriage is a marriage in which one or both participants do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional

pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. **FORCED MARRIAGE IS ILLEGAL IN SCOTLAND, ENGLAND AND WALES.** Further advice or information can be sought from the Forced Marriage Unit: contact 020 7008 0151; email: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

#### Indicators

- absence or persistent absence
- request for extended leave of absence and failure to return from visits to country of origin
- fear about forthcoming school holidays
- surveillance by siblings/extended family members at school
- decline in behaviour, engagement, performance and/or punctuality
- poor examination results
- being withdrawn from school by parents or those with parental responsibility
- not being allowed to attend any extra-curricular activities
- sudden announcement of engagement to a stranger
- prevented from going on to further/higher education

#### Honour-based violence

The terms “honour crime” or “honour-based violence” or “izzat” embraces a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family/community and this is to the “shame” or “dishonour” of the family/community. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/or community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage. Communities can refer to any group of people, including gangs.

#### Indicators

- decline in behaviour, engagement, performance and/or punctuality
- poor examination results
- becoming withdrawn or isolating self
- unexplained bruises and/or cuts (see physical abuse above)
- showing signs of depression or anxiety

#### Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

#### Sexual harassment

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment may include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment such as non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; and coercion and threats.

### **Upskirting**

'Upskirting' typically involved 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 cause the victim humiliation, distress or alarm. It is now a criminal offence.

### **Sexual violence**

Sexual violence involves committing a sexual offence under the Sexual Offences Act 2003:

- rape
- assault by penetration
- sexual assault

### **Domestic abuse**

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sex, gender or sexual orientation. The abuse can include:

- psychological
- physical
- sexual
- financial
- emotional

Exposure, whether by directly witnessing or being present in the building whilst this is happening, can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

#### **Indicators**

- aggression
- anti-social behaviour
- poor concentration
- depression
- anxiety
- decline in academic achievement/progress

### **County lines (criminal exploitation)**

Criminal exploitation whereby drug networks/gangs groom and exploit children and young people in order to get them to transport drugs and money from urban to suburban and rural areas.

#### **Indicators**

- frequent missing episodes and being found out of area
- found with large quantities of drugs or weapons
- found with drugs
- unexplained amounts of money, mobiles, credit, clothing, jewellery, new hair cut or other items/gifts
- change in behaviour; more secretive / withdrawn/isolated from peers or not mixing

with usual friends

- increasingly disruptive, hostile or physically aggressive at home or school
- increased interest in making money
- increasing personal use of drugs or alcohol
- fear of reprisal from 'gang' members or violence from young people or adult
- having multiple mobile phones, sim cards or use of a phone that causes concern
- multiple callers or more texts /pings than usual

**CHILD PROTECTION (SAFEGUARDING) POLICY**  
**APPENDIX 2 - CHILD PROTECTION REFERRAL FORM**

**CONFIDENTIAL**

Longridge Towers School

**Child Protection Referral Form**

Child's name .....

Date of birth .....

Address .....

.....

Adult(s) with parental responsibility .....

.....

Concern initiated by .....

Concern/incident/worry .....

.....

.....

.....

.....

.....

External advice contact.....

.....

.....

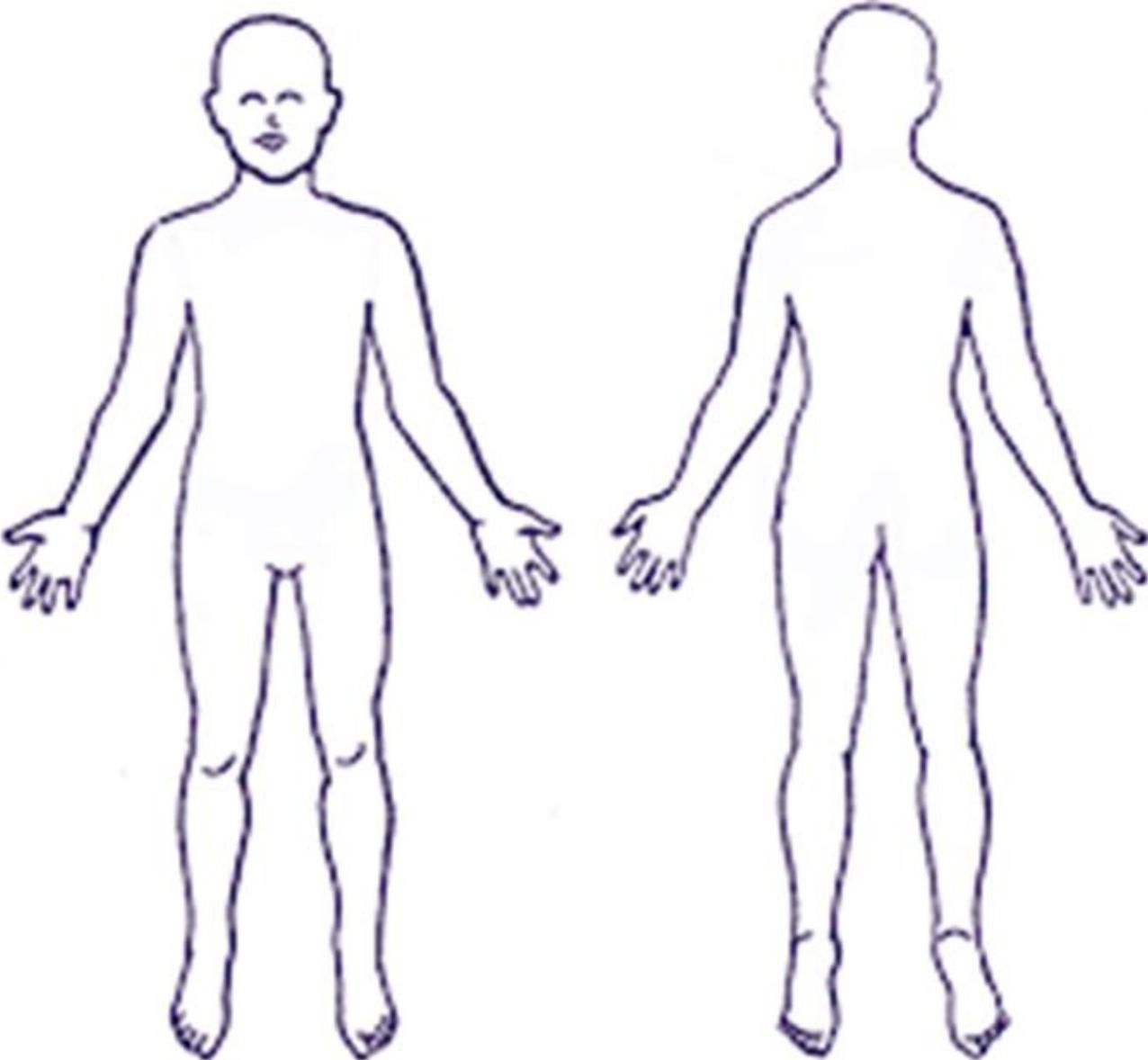
.....

Have parents been aware of this concern?                      Yes / No

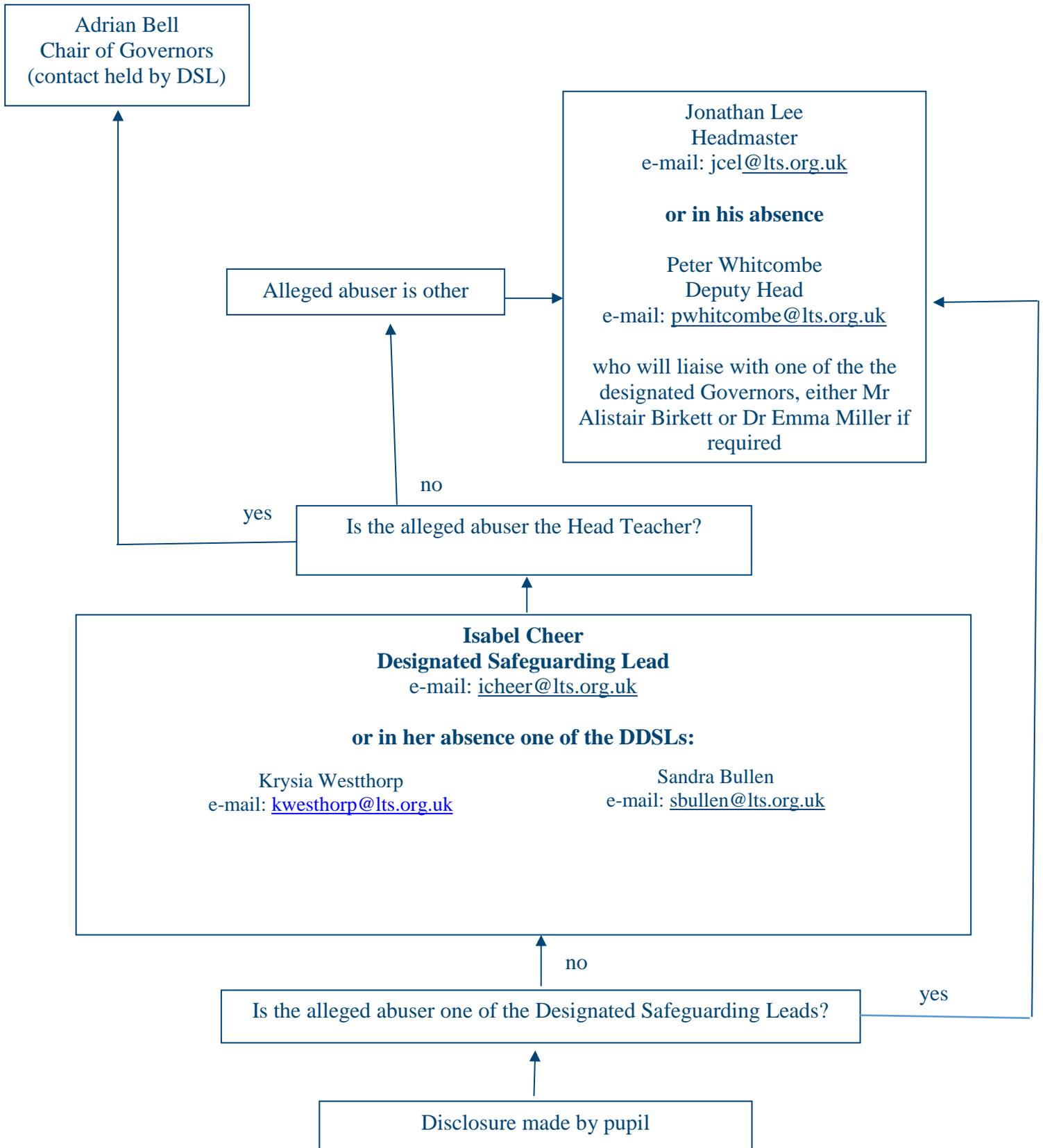
Has a referral made to children's services?                      Yes / No

Signed ..... Date .....

**Body diagram – if appropriate, please use to indicate physical injuries you have observed on any part of the child’s body or areas of touching reported to you – do not carry out or instigate any further investigation and do not ask to see any areas which are not normally visible outside of the child’s clothing.**



**CHILD PROTECTION (SAFEGUARDING) POLICY**  
**APPENDIX 3 - *Child Protection Line Management***



**CHILD PROTECTION (SAFEGUARDING) POLICY**

**APPENDIX 4 - *Physical Restraint Incident Form***

Date of incident	Time of incident	Location of incident

Staff involved	Pupil involved	Tutor group

<b>Reason for force (please tick as appropriate)</b>	
Removal of disruptive child from room after refusal to follow instruction to leave	
Prevent behaviour disruptive to school event or trip or visit	
Prevent pupil leaving room when allowing them to would endanger their safety/cause disruptive behaviour in others	
To prevent pupil attacking staff or another pupil	
To stop a fight on school premises	
To restrain a pupil at risk of harming themselves through physical outburst	

<b>Witnesses</b>	
Adults	
Pupils	

<b>Details of any injury to:</b>	
Pupil	
Staff	

<b>Details of any damage to property</b>

Full description of incident leading to restraint including: pupil behaviour; what was said; strategies used to attempt to diffuse situation; force used; how the force was applied; how long the force was applied (Please continue on a separate sheet if required, and attach)

People informed (please tick as appropriate)	
Head Teacher	
Designated Safeguarding Lead (If a DDSL, please state which one):	
Head of Year	
Parent/carer	

Outcomes	To be actioned by	Done

## **CHILD PROTECTION (SAFEGUARDING) POLICY**

### **APPENDIX 5 – The Seven Golden Rules of Information Sharing**

1. Remember that the General Data Protection Regulations (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

For further information visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

## **CHILD PROTECTION (SAFEGUARDING) POLICY**

### **APPENDIX 6 – Designated Safeguarding Lead – Job Description**

#### Managing referrals

- Refer cases of suspected abuse to the appropriate local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

#### Work with others

- Liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the ‘case manager’ and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff; and
- In an emergency, liaise with Berwick Children’s Services or with Berwick Police.

#### Training

Undergo appropriate training every two years, undertake Prevent training and on-going training throughout the year allowing for keeping up to date with developments relevant to the role in order to

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how Northumberland and Scottish Borders conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure that each member of staff has access to and understands the School’s Child Protection (Safeguarding) Policy and procedures, especially new and part time staff, and that all new staff are given appropriate training as part of their induction;
- are alert to the specific needs of children in need, those with special educational needs and disabilities, and also those of young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

#### Raising awareness

- Ensure the School's Child Protection (Safeguarding) Policy is known, understood and used appropriately;
- Ensure that the School's Child Protection (Safeguarding) Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing body regarding this;
- Ensure the Child Protection (Safeguarding) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and
- Link with the NSSP and C&FSWS to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### Child Protection File

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Ensuring that key staff such as the DDSLs are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

#### Availability

During term time the DSL or one of the DDSLs should always be available during school hours for staff in the School to discuss any safeguarding concerns. Whilst generally speaking the DSL or one of the DDSLs should be available in person where exceptional circumstances occur and this is not the case, consultation by telephone or Skype or other such media should be used.

Either the DSL or on one of the DDSLs should be 'on call' for out of school hours/out of term activities. This will be agreed by mutual consent and the information made available to the trip staff and children.