



Child Protection (Safeguarding) Policy

This Policy applies to the whole school and is published to staff, pupils, and parents/carers

Author: Designated Safeguarding Lead (CB) Approval: Safeguarding Governors

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Overview

The Governors recognise that they have a strategic leadership responsibility for the School's safeguarding arrangements and must ensure that they comply with their duties under legislation and that they must have regard to the guidance set out in Keeping Children Safe in Education (KCSiE) 2023, ensuring policies, procedures and training in the School is effective and comply with the law at all times.

The Governors will also ensure that children are taught about how to keep themselves and others safe, including online and that the School contributes to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*.

In addition, the Governors will also ensure that the School's arrangements for EYFS and boarding meet all statutory and regulatory requirements.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical 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 potential signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation.

Introduction

Longridge Towers School ("the School") is an independent co-educational boarding and day school for pupils aged 3 – 19. The School fully recognises the responsibility it has regarding arrangements about safeguarding and promoting the welfare of its pupils, regardless of their age. We acknowledge that safeguarding our pupils is everyone's responsibility and in all matters relating to our pupils' safety and welfare, Longridge Towers School will follow the appropriate procedures laid down by Northumberland Strategic Safeguarding Partnership (NCASP) and Scottish Borders Children, Families Social Work Services (C&FSWS) and, if relevant, Scottish Borders Adult Protection Services. This policy applies throughout the

School, from the Early Years to the Sixth Form inclusive, and is updated annually (as a minimum). It is available on the School website or in hard copy on request.

Further Early Years and Foundation Stage specific safeguarding procedures can be found at <https://lts.org.uk/information/school-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 <https://lts.org.uk/information/school-policies/>.

NB in England, a child is someone under the age of 18. In Scotland, a child is someone under the age of 16. However, the safeguarding duty applies equally to any child or young person registered as a pupil in the School.

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 the School have a right to personal support and guidance concerning the protection and welfare of pupils. We believe in working in partnership with the parents our pupils, and in this policy, the term 'parents' includes pupils' parents, carers and/or guardians.

Key Contacts

SCHOOL Tel: 01289 307584

Governors	Chair of Governors Mr Tom Bramald Safeguarding Governors Dr Jacqui Watson Email: enquiries@lts.org.uk
Designated Safeguarding Lead (DSL)	Mrs Charlotte Barber Email: cbarber@lts.org.uk
Deputy Designated Safeguarding Lead (DDSL) and Safeguarding Team	Mrs Sandra Bullen (DDSL and EYFS Lead) Email: sbullen@lts.org.uk Mrs Kryisia Westthorp (DDSL and Senior Mental Health Lead) Email: kwestthorp@lts.org.uk Mrs Allie Ireland (DDSL and Boarding Lead) Email: aireland@lts.org.uk Mrs Margaret Hattle (DDSL and Matron) Email: mhattle@lts.org.uk Mrs Emma Shaw (DDSL) Email: eshaw@lts.org.uk Mr Gavin Hattle (Boarding and DDSL) Email: ghattle@lts.org.uk
Designated Teacher for Looked After Children	Mrs Charlotte Barber Email: cbarber@lts.org.uk
Headmaster	Mr Jonathan Lee Email: headmaster@lts.org.uk

Key Contacts (External)

Local Authority Designated Officer (LADO)	<p>Louise Prudhoe Tel: 01670 623979 or 01670 624888</p> <p>Email: LADO@northumberland.gov.uk</p>
Local Authority Children's and Adult Social Services	<p><i>England</i></p> <p>Northumberland MASH Team One Call: 01670 536 400. Email (if concerns related to a child): childrenstriage@northumberland.gov.uk Email (if concerns related to an adult): onecall@northumbria.nhs.uk</p> <p><i>Scotland</i></p> <p>Child Protection Unit, Langlee Complex, Galashiels, TD1 2NB</p> <p>Tel: 01896 662787 (office hours) Tel: 01896 752111 (out of ours)</p> <p>Adult Customer Advice and Support Services Team Tel: 0300 100 1800 (office hours) Tel: 01896 752111 (out of hours)</p>
Support and Advice about Extremism	<p><i>Northumberland</i></p> <p>PREVENT Tel: 01670 536400 Emergency duty team: 0345 6005252 Email: prevent@northumberland.gov.uk</p> <p>Online (if concerns relate to a child) https://online.northumberland.gov.uk/citizenportal/form.aspx?form=SafeGuardingchild Online (if concerns relate to an adult) https://online.northumberland.gov.uk/citizenportal/form.aspx?form=SafeGuardingAdult</p> <p><i>Scotland</i></p> <p>If the person you are worried about lives in the Scottish Borders you can report your concerns in one of these ways:</p> <ul style="list-style-type: none"> • Contact Police Scotland by dialling 101 • Email spoc@scotborders.gov.uk • Reports your concerns anonymously to CrimeStoppers 080055511

	<ul style="list-style-type: none"> • Call the Anti-Terrorist Hotline 0800789321 • If it is an emergency, always dial 999
Support and Advice about Extremism (cont)	<p>Local Police Department for Education Non-emergency number: 020 7340 7264 Email: counter.extremism@education.gov.uk Online: https://report-extremism@education.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>Weston House, 42 Curtain Road, London, EC2A 3NH</p> <p>Tel: 0800 028 0285 Email: help@nspcc.org.uk</p>
NSPCC Report Abuse in Education Advice Line	<p>Tel: 0800 136 663 Email: help@nspcc.org.uk</p>
Disclosure and Barring Service (DBS)	<p>DBS Customer Services, PO Box 3961, Royal Wootton Bassett, SN4 4HF</p> <p>Tel: 03000 200 190 Email: customerservices@dbs.gov.uk</p>
Teaching Regulation Agency (TRA)	<p>Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT</p> <p>Tel: 020 7593 5393 Email: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>Tel: 0300 123 4666 (Monday to Friday, 8.00am – 6.00pm)</p> <p>Email: CIE@ofsted.gov.uk</p>
Independent Schools Inspectorate	<p>Tel: 0207 6000 100 Email: concerns@isi.net</p>

Governing Body Child Protection Responsibilities

The governing body fully recognises its responsibilities with regards to child protection and to safeguarding and promoting the welfare of children, including those set out in KCSiE 2023 Annex C. This includes awareness of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010 and the local area multi-agency safeguarding arrangements. Under the HRA, it is unlawful for the School to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment,

violence, or abuse, including that of a sexual nature, may breach conventions set out in the ECHR Convention.

In relation to this, the governing body will:

- Appoint and train as minimum two Governors with special responsibility for child protection whose remit is to: meet regularly 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, including overseeing that in the event of there being a substantiated allegation against a member of staff, the School works with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future; ensure that as a minimum, 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 the School's Child Protection and Safeguarding Policies are reviewed at least annually.
- 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 there is a zero-tolerance approach to child-on-child abuse.
- Recognise that "it could happen here" and that even where there are no reported cases of child-on-child abuse, this does not mean it is not happening.
- Ensure that procedures are in place to manage any safeguarding concerns that do not meet the harm threshold as well as concerns or allegations about staff members that may meet that threshold.
- Remind all staff that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.
- Ensure that all Governors and trustees receive appropriate safeguarding and child protection (including on-line) training at induction.
- 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; and

- Ensure that all pupils are taught about safeguarding, including online safety, through the curriculum, including P.S.H.E.E. to help pupils to adjust their behaviours, both inside and outside of the School, in order to reduce risks and build resilience.

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 to the School, 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 Headteacher, Designated Safeguarding Lead, and the Health and Safety Co-ordinator.

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 and check that they are satisfactory 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 pupil.

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 pupils in the School. The School recognises that a "one size fits all" approach may not be appropriate for all pupils, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

The School will:

- establish and maintain an environment and positive ethos where our pupils 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 pupils 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, the Pastoral Team 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 available to all staff and volunteers in accordance with locally agreed inter-agency procedures.
- teach pupils through P.S.H.E.E. and the wider curriculum, using age-appropriate materials, to recognise when they are at risk and how to get help when they need it. They are taught about keeping themselves safe and healthy, physically, mentally and online and ensure that they know where to get advice about topics such as consent, child sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, e-safety and relationships.
- provide opportunities to promote positive mental health by developing resilience through opportunities in the P.S.H.E.E. and wider curriculum, and through problem solving activities.
- ensure that the teaching of Relationships Education and Relationships and Sex Education to pupils is done with regard to the Department for Education's (DfE) statutory guidance [*Relationships Education and Relationships and Sex Education and Health Education*](#);
- 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 pupils with the skills they need to stay safe and the knowledge of where and how to access help; and
- 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 ICT, Computing and P.S.H.E.E. and more generally across the wider curriculum. Guidance and support may be sought from Northumberland's e-learning and ICT Adviser, currently Richard Taylor. The School's systems aim to reduce the risk of pupils being exposed to illegal, inappropriate or harmful materials online (content risk) in particular child-on-child abuse; reduce the risk of pupils being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk), restrict access to online risks such as online gambling, phishing or financial scams (commerce risks); and help manage online behaviour that can increase likelihood of, or cause harm (conduct risk).

Teaching children how to keep safe

The Governors will ensure that children are taught through the wider curriculum, PSHEE and relationships and sex education how to stay safe, including staying safe on-line and the dangers of cyber-bullying and sexting.

Ensuring Suitability of Adults Working with Children

The School is committed to Safer Recruitment procedures, which are set out in a separate Safer Recruitment Policy.

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, carrying out the necessary statutory child protection checks before staff start working for the School, including right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history, and confirming medical fitness for the role. The School also ensure that enhanced Disclosure and Barring Service (DBS) checks are carried out for all employees, supply staff, volunteers and peripatetic staff, along with 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. A DBS certificate will be either obtained from the candidate, or, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. Where staff work in, or are involved in the management of, the School's Early Years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment and again periodically during employment. 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 made against members of staff, supply teachers and volunteers, including reference to the use of the School's Whistle-blowing policy
- 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, 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; nonrenewal 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. 'Settlement 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 all 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 all 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 LADO 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 through the use of school allocated Google e-mail accounts.
- inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as is practicable, and within 14 days at the latest.
- 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; and
- 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 NCASP or C&FSWS procedures as appropriate.

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 may also be required to provide proof of identity on arrival at the School.

The School will also ensure that confirmation is received 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., Berwick Sports and Leisure Centre, prior to their commencing work on site.

Peripatetic staff/ 1:1 teaching

All peripatetic staff are DBS checked and receive level 1 safeguarding training from the DSL. They are also required to read and complete quizzes on KCSiE and complete the Home Office Prevent e-learning.

All 1:1 teaching takes place in rooms with a glass panel in the door and where Meadow House is used, several peripatetic staff are timetabled simultaneously.

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 a pupil 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 outside of 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 DSL 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; and
- 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.

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 pupils 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 pupils 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 pupils and staff without them 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 pupils are matched with similar pupils. 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 pupils to families, and for transporting pupils throughout the visit.
- the Headteacher should retain a list of all the pupils 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; and
- parents should be made aware that their child will be 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 whether or not they 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).

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. Additionally, some boarders may experience language barriers due to English not being their first language. House Parents are given appropriate safeguarding training and the DDSL has a weekly meeting with the Head of Boarding and Senior House Parent where any issues or concerns related to safeguarding and welfare are discussed. The School also ensures 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 Code of Conduct 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 so as to avoid any unsupervised contact with pupils 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's environment and positive ethos, where pupils 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. This includes contacting the Police and the UK Visa & Immigration office, if required, in the event of an overseas child visa boarder going missing.
- boarding provision complies with the National Minimum Standards; and
- House Parents are provided with Continuing Professional Development, appropriate to their roles.

Pupils with Special Educational Needs and/or Disabilities (SEND), or pupils with certain health conditions

The School acknowledges that pupils with special educational needs and/or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying. Additional barriers to recognising abuse and neglect in this group of pupils can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration.
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

- the potential for pupils with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing and signs.
- communication barriers and difficulties in managing or reporting these challenges; and
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the School or the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to signs or indicators of abuse, discussing this with the DSL as appropriate.

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.

Procedures

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

- 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 (updated 2020)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (April 2021)
- The Prevent Duty: Departmental advice for schools and child care providers (August 2015)
- The use of social media for on-line radicalisation (July 2015)
- Keeping Children Safe in Education (KCSiE), September 2023
- Disqualification under the Childcare Act 2006 (September 2018)
- DfE guidance ‘What to do if you’re worried a Child Is Being abused’ 2015
- Boarding Schools National Minimum Standards (September 2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2021)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)
- The Charity Commission guidance: Safeguarding and protecting people for charities and trustees (June 2022)

Management of Safeguarding

The school follows the requirements of KCSiE Annex C regarding the management of safeguarding.

The School recognises the importance of having a member of staff on the Senior Leadership Team (SLT) who is appropriately trained as the Designated Safeguarding Lead ('DSL') and whose role is to take lead responsibility for safeguarding and child protection matters in the School. In addition, there are several other staff throughout the School who have the role of Deputy Designated Safeguarding Lead ('DDSL'). These staff are trained to the same level as the DSL, and have the competency to fully carry out the activities of the role of DSL in their absence. Appropriate arrangements are always made for a DDSL to lead safeguarding in the absence of the DSL. 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. The DSL should also have higher level training in the Prevent strategy. These responsibilities are set out in the job description and contract of each DSL/DDSL and a record of their training is also kept.

In this policy, where the DSL is referenced, the information also applies to any of the DDSLs who are acting in the capacity of duty DSL in the absence of the DSL.

The DSL has responsibility for maintaining an overview of safeguarding within the School, opening channels of communication with local statutory agencies, referring incidents to third parties (including local authority Children's Services, the DBS, Channel and the Police) where appropriate, supporting staff in carrying out their safeguarding duties and monitoring the effectiveness of the School's policies in practice. Making any referrals in line with published local referral thresholds. The DSL will also take lead responsibility for online safety and understanding the filtering and monitoring systems and processes the School have in place. The DSL works with the Safeguarding governors to review and update the School's Safeguarding Policy.

Full details of the DSL's role and responsibilities are available in Appendix 6.

Whilst the Headteacher should ensure that the policies and procedures adopted, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

The School will ensure that arrangements are in place for listening to children, including the use of counsellors, listeners and helplines.

Filtering and monitoring

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. The School's systems are for Web filtering, Smoothwall, the Firewall is provided by – WatchGuard and Screen monitoring in classrooms is provided by ABTutor and Senso Such

systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images.

The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected.

The School ensures compliance with the DfE's 'filtering and monitoring standards for schools' by.

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing the filtering and monitoring provision at least annually.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet our safeguarding needs.

Further detail of the School's policy and procedures in relation to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks, and the School's filtering and monitoring arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet¹ through the School's systems].

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the School their child is going to be interacting with online.

What staff should do if they have concerns about a child

Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. As mentioned before, staff should maintain an attitude of "it could happen here".

If staff (including governors, supply staff, agency staff and volunteers) have any concerns about a child, they should use the following procedure:

- if possible, speak to the DSL to agree a course of action (staff can make a direct referral to the appropriate Children's Services themselves).
- inform the DSL as soon as possible that a referral has been made; and
- monitor the situation, and if no improvement is noted, the DSL should press Children's Services for reconsideration of the referral.

Where the concern is of a child in immediate danger or at risk of harm, staff should:

- make an immediate referral to the appropriate Children's Service and/or the Police (NB parental consent is not needed for referrals to these statutory agencies).
- inform the DSL as soon as possible that the referral has been made; and
- confirm with the DSL that the local authority social worker has acknowledged receipt of the referral, and made contact about the next steps and type of response required within 24 hours of the referral being made.

In both instances, staff should always challenge any inaction. All concerns, discussions and decisions made and reasons for the decisions should be recorded in writing and held securely by the DSL.

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. Staff need to be aware that a pupil may not feel ready to or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. Staff should exercise professional curiosity and speak to the DSL if they have concerns.

If a pupil makes a disclosure of abuse to a member of staff, including supply 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 carefully to the pupil.
- **do not promise confidentiality;** explain to 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, reassuring them that the allegation/complaint will be taken seriously and that they will be supported and kept safe.
- ensure that the pupil is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report.
- 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 except when emergency medical attention is required but note any information on areas the pupil reports as painful or on observed 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 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 will advise of who should do this as part of the outcome of an initial conference with the Headteacher and/or the appropriate Child or Adult Services.
- make a written record, preferably 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. Where the Child Protection Referral Form is not used, ensure that the record contains as a minimum the date, time and place of the conversation along with detail of what was said and done by whom and is whose presence, and that it is then signed by the person writing the report. The report should be as verbatim as possible, as the disclosure may lead to a Police prosecution. This information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in KCSiE.
- **REMEMBER:** staff also have the right to directly contact Child/Adult Services themselves, but where this has been done, please also advise the DSL as soon as possible.
- once a concern has been raised, the Headteacher will be notified immediately, or in his absence, the Deputy Headteacher, and a decision made as to what, if any, further action should be taken with regard being given to NCASP procedures for pupils resident in England which can be found at: [NSSP Procedures](#)) or the Integrated Children’s Services for pupils resident in Scotland which can be found at: [SBC Protection Procedures](#). Where a pupil is considered to be at risk of harm, advice will always be sought from the appropriate Children’s/Adults’ Services within 24 hours. Where it is decided that a pupil is at considerable or immediate risk of harm, a referral will be made immediately, and the School will provide appropriate teaching cover for the 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/Adults’ Services as to whether the matter should be dealt with internally by the School, be subject to an Early Help Referral or require a formal referral to be made to the Multi Agency Safeguarding Hub (MASH)/C&FSWS teams. Please see below regarding the procedures for dealing with allegations of abuse made against a member of the School staff.

Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal 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
- Has a family member in prison, or is affected by parental offending
- Is experiencing, or is at risk of experiencing family ostracism
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the school day

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Northumberland County Council or Scottish Borders referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be

kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

- in the event of a pupil making a disclosure whilst being taken home on School transport, the following procedure should be followed:
 - remain calm.
 - 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.
 - if unable to contact the DSL, contact the appropriate Children's Services team for advice; and
 - complete a Child Protection Referral Form (see Appendix 2) or a written report ensuring that the record contains as a minimum the date, time and place of the conversation along with detail of what was said and done by whom and in whose presence. This should be signed by the person writing the report, and passed to the DSL as soon as possible.
 - inform the Police directly where there is imminent danger to a pupil or if there is a concern regarding criminal activity.

The DSL should be aware of the requirement for children to have an Appropriate Adult in relation to ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

Where an allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present, preferably one of them being the DSL.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. 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 round 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 and families and are generally co-ordinated by the School, with outside agencies involved as required. Staff who consider that a pupil may benefit from early help should discuss this with the DSL in the first instance. The DSL will consider the appropriate action to take in accordance with the Northumberland Children and Adult Safeguarding Board. More information about EHAs can be found at [Northumberland Supporting Families](#).

The DSL will support staff in liaising with external agencies and professionals in an interagency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Services if the pupil's situation does not appear to be improving.

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 becomes 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:

- where any pupil(s) appear to be in immediate danger of harm, staff should, if it is safe to do so, position themselves between the person causing concern and the pupil(s) or remove the pupil(s) from the immediate vicinity.
- the Police should be contacted and the School informed.
- staff should take a note of relevant information such as a description of the person and the behaviour that is causing concern.
- if the behaviour continues, and even if no immediate harm or danger is present, the Police should be contacted and the School informed; and
- 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.

Training

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

- The Child Protection Safeguarding Policy (including the policy and procedures to deal with child on child abuse)
- The role of the DSL and DDSLs
- The Staff Behaviour Policy/Code of Conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- The Pupil Behaviour Policy (including measures to prevent bullying, including cyber bullying, prejudice based and discriminatory bullying).
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods or children missing education
- the online safety policy, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- a copy of Part one of KCSIE at least {(or, for staff that do not work directly with children, Annex A)}
- School leaders and staff who work directly with children will also be required to read Annex B of KCSIE158 (and Part five of KCSIE).

Temporary staff and volunteers are also provided with the policies listed above.

The detailed procedures include:

- ensuring that staff read and understand the appropriate sections of the latest version of KCSiE in relation to their role, and evidence that they have done so and understand by completion of an online quiz. They should also read the School's Child Protection (Safeguarding) Policy, the School's Behaviour Management Policy, the Staff Code of Conduct, the Whistleblowing Policy and the IT Acceptable User Policy and understand that it is everybody's responsibility to see that all pupils are kept safe.
- undergoing level 1 training with the DSL in order that staff know who are on the Safeguarding Team and their roles, and are familiar with the procedures set out by NCASP's procedures and those of Scottish Borders C&FSWS, including how to respond to absent from education, the requirements of KCSiE and the processes for whistleblowing. Training will include online safety (including the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- demonstrating that they consult with their safeguarding partners to determine the most appropriate schedule for training.
- Completing Prevent awareness training via the government online training portal: [Introduction to PREVENT e-learning](#);
- 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 NCASP and C&FSWS procedures.
- raising awareness that safeguarding also encompasses behaviour by the pupils themselves which puts them at risk of significant harm, e.g., drug taking, alcohol abuse, sexting, self-harming.
- raising 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 home circumstances, the places pupils 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 Team 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 to locate: [What to do if you're worried a child is being abused](#);
- where the NCASP procedures may be located: [NSSP Procedures](#);
- where the C&FSWS procedures may be located: [SBC Protection Procedures](#);

- information about types of abuse; and
- how to support and respond to a pupil who makes a disclosure which raises concerns about that pupil's safety and/or welfare.

Further staff training will be on-going throughout the year, and 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. Topics for such training should include on-line safety, harmful sexual behaviours (including child on child sexual violence and harassment. The DSL and the DDSLs should keep Individual logs of evidence of training undertaken each year. This may include certification, courses attended, personal reading and online training in specific areas.

Appropriate training will also be arranged for the Headteacher.

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children susceptible to radicalisation, record keeping and promoting a culture of listening to children, training in the NCASP's approach to *Prevent* duties (and harmful sexual behaviours) Further details of the required training content for the DSL are set out in Annex C of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The DDSLs are trained to the same level as the DSL. The governing body will ensure that all governors receive appropriate safeguarding and child protection including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The governing body are aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, the Data Protection Act 2018, the UK GDPR, and their local multi-agency safeguarding arrangements.¹⁷⁰ Under the Human Rights Act 1998, it is unlawful for the School to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the European Convention on Human Rights (ECHR) Convention. The Data Protection Act 2018 and the UK GDPR place

duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure

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 prior to involvement of another agency unless the nature of the safeguarding issue precludes this.
- make contact with the social worker of any pupil who is subject to a Child Protection Plan should there be the need to exclude them (whether for a fixed term or permanently) or where notification of absence is an agreed as part of a Child Protection plan.
- in an emergency; make contact with Berwick Children's/Adults' Services - who will 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; and
- 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.

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 pupils 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 pupils are kept as single hard copies and as an electronic note on the pupil's 3Sys file. Hard copies are secured in a locked location in order to maintain confidentiality;
- ensure that Child Protection records are passed on promptly if a pupil moves to a new school;
- ensure that when pupils 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 required safeguarding training 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.

Dealing with Staff Safeguarding/Abuse Allegations

The School is mindful of its duty of care towards its pupils, and the following procedures pertain to dealing with an allegation against staff or other adults working in the School, including supply staff and volunteers. Further detail is given below regarding the process for dealing with an allegation against agency staff and contractors. Allegations may relate to where a person has:

- behaved in a way that has harmed a child or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children. This may include behaviour which has occurred outside of school, but of which the School has become aware.; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations that do not meet the above harm test should be dealt with using procedures set out below and in accordance with the School's Low-Level Concerns about Staff Policy.

Allegations against a teacher who is no longer teaching should be referred to the Police. Non-recent allegations of abuse should be referred to the Police and also the LADO.

Volunteers should be under the supervision of staff at all times.

Support will be provided in accordance with the statutory document 'Keeping Children Safe In Education.'

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 Headteacher. Where the allegation is against the DSL or one of the DDSLs, the Headteacher should be contacted directly, or in his absence, the Deputy Headteacher. The contact should be made without the DSL/DDSL being informed. Where the allegation is against the Headteacher, 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 Headteacher being informed. The Headteacher or Chair of Governors, who will act as case manager, will then contact the Local Authority Designated Officer (LADO) on 01670 623979/01670 624888 for advice on a course of action, including any police involvement. This will be dependent on the nature, content and context of the allegation. Police and Children's Services 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. Where this is the case, the LADO should then also be contacted as soon as possible or at

the very most within one working day. The DSL is responsible for ensuring that any children involved are not at risk.

- Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to
- Children's Services. When the allegation is made by a pupil, parental/carer consent is not required in order for a referral to be made.
- After discussion with the LADO and Police if required, a number of actions may be followed depending on the seriousness of the allegation.
- When initial discussions lead to no further action, the case manager and the LADO should record the decision and justification for it, and agree on what information should be put in writing to the individual concerned, and by whom.
- Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the School to ensure that an appropriate investigation is carried out. In straightforward cases, the investigation will usually be undertaken by a senior member of staff at the School. Where there is a lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
- All discussions should be recorded in writing, and any communication with both the individual concerned and the parents of child(ren) agreed.
- Where the alleged perpetrator of the abuse is a House Parent, they will be asked to remove themselves from the school premises until the matter has been investigated and concluded.
- The designated case manager 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 LADO. They should be advised the likely course of action in response to the allegation, and 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, and the School understands that this may also include support for the member of staff's family, particularly if the member of staff is also a parent. Where the allegation is made by a pupil, parents should also be informed, unless advised to the contrary by the LADO, 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.

- The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. Such alternatives may include redeployment within the School to avoid direct contact with the pupil(s) concerned, continuing to work with children under supervision with another adult present, being asked to teach classes where they will not come into contact with the pupil(s) making the allegation, redeploying to alternative work in the School where the individual does not have unsupervised access to children or being asked to carry out work on behalf of the School from home. Consideration may also be given to moving the child or children to classes where they will not come into contact with the member of staff concerned, but this decision should only be made if it is in the best interest of the child or children concerned and takes account of their view. It should be made clear that this is not a punishment and parents have been consulted. These alternatives may also be used to allow time for an informed decision regarding suspension to be reached, though this will depend on the nature of the allegation. The case manager will give due weight to the view of the LADO, Working Together to Safeguard Children and KCSiE when making a decision about suspension. 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. In addition, the case manager should ensure a record is made of the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.
- Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
- All should work to resolve any case as quickly as possible and the outcomes communicated clearly to all parties at the conclusion. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review should take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
- 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; or
 - 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 unless the individual gives consent for retention of information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSiE and a copy will only be provided to the individual concerned. The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference. All records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.
- Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If a report is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against a pupil and/or the person who made it in accordance with the School's Behaviour Policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.
- Allegations which are substantiated may lead to a criminal prosecution. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.
- 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.
- On conclusion of any case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

This process of learning lessons is equally important regardless of whether the allegation is concluded to be substantiated, unfounded, false, malicious or unsubstantiated.

- Staff will be made aware that there are clear whistle-blowing procedures, which are referenced in the Staff Handbook.

Disqualification from working in childcare

Where the School become aware of an existing employee having since employment become disqualified under the terms of the Childcare Act 2006, it will remove them from the work from which they have been disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided e.g., where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations related to harm or abuse committed on the premises or elsewhere).

Dealing with allegations against supply staff/contractors

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, e.g., supply teachers provided by an employment agency ('the agency') or contractors. The School will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, Police and/or Children's Services. The LADO and Police will advise on the position with contractors.

In no circumstances will the School decide to cease to use a supply teacher or contractor due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the School, whilst they carry out the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resources manager or equivalent to meetings and keeping them up to date with information about its policies.

DEALING WITH SAFEGUARDING CONCERNS AND ALLEGATIONS ABOUT ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policy and procedures, including informing the LADO.

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate.

The School has arrangements in place for the use of school premises for non-school activities including the availability of the DSL or DDSL and how they can be contacted.

Dealing with low level concerns about staff

A low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations harm threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

A 'low level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff. The School places high expectations regarding staff behaviour, and these are set out clearly in the Staff Handbook, and are shared as part of staff induction.

The School has a separate Low-Level Concerns about Staff Policy, which details the procedure for sharing confidentially any such concerns. The Headteacher is the decisionmaker in respect of all low-level concerns, unless where the concern is about the Headteacher, then the matter should be referred to the Chair of Governors.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Services as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Child on Child Abuse including Sexual Violence and Sexual Harassment

The School is aware that the perpetrator of abuse may not always be an adult, but a pupil's peer. The School seeks to minimise the risk of child-on-child abuse through 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 Antibullying and Behaviour Policies. Pupils are also taught explicitly about healthy relationships in the P.S.H.E.E. curriculum and across the whole school curriculum where appropriate opportunities arise.

There is a recognition that even if there are no reported cases of child-on-child abuse, such abuse may be taking place and is simply not reported. It is also recognised that it is more likely that girls will be victims and boys perpetrators and that there may be abuse in intimate personal relationships between peers, but that all child abuse is unacceptable and will be taken seriously.

All reports and concerns of child-on-child abuse, whether they have happened in the School or outside of it, and/or online will be treated equally seriously. The procedures for reporting abuse of any sort are well promoted and in a format that is easily accessible and understood by pupils.

Nevertheless, the School acknowledges that there may be times when child on child abuse occurs. Even if there have been no reported cases of child-on-child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School ensures that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Decisions and actions will be regularly reviewed, which may reveal patterns and the School will then consider if there are wider cultural issues within the school that enable such inappropriate behaviour.

Child on child abuse is abuse by one or more children against another child. This may be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing violence and rituals, upskirting, sexting, the non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues and harmful sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment be dismissed as the same or “just having a laugh”. Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour developing in the future. Such inappropriate behaviour may include some which are potentially criminal in nature, such as grabbing bottoms, breast and genitalia, pulling down trousers, lifting up skirts and flicking bra straps. Dismissing or tolerating such behaviours risks normalising them, and as such, the School takes a zero-tolerance approach on these matters.

Sexual harassment

The whole School community should be aware that sexual harassment and sexual violence are completely unacceptable and will not be tolerated. They should also be aware that some groups are potentially more at risk to child-on-child abuse, isolation and bullying than other groups. This can include but is not limited to pupils with SEND and LGBTQ+ pupils, along with boarders. The School complies fully with its boarding safeguarding obligations as set out in the National Minimum Standards.

The School will consider each incident and decide the course of action on a case-by-case basis, taking into account the pupil’s best interests. Although it is anticipated that the majority of incidents will be matters which can be dealt with in line with the Anti-bullying and Behaviour 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 pupil is suffering, or is likely to suffer, significant harm, child on child abuse will be treated as a matter of safeguarding. Victims of child-on-child abuse will be treated as being ‘at risk’, as will perpetrators of child-on-child 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 a disclosure or sexual harassment/violence has been made, it should be

made clear to the pupil making the disclosure that the matter will be taken seriously. Staff should also be aware that a disclosure of this nature may not be a singular event and that further disclosures may be shared over a period of time. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. In addition to this procedure, staff should be aware that where such a disclosure involves electronic images, these should not be viewed except under exceptional circumstances (please refer to Sharing of nudes and/or semi-nudes). However, such electronic equipment may be confiscated and kept in a secure location pending further investigations.

Allegations of this nature must be referred immediately to the DSL.

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 pupil);
- 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 victim and all alleged perpetrators involved;
- any power imbalance involved;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- potential on-going risks to the victim, other pupils, or school staff;
- other related issues and the wider context of safeguarding.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. Advice should always be sought from the DSL who should consider whether informing parents would put the victim at greater risk. The basic safeguarding principle is that if a child is at risk of harm or has been harmed, or is in immediate danger, then a referral should be made to the MASH Team. There should also be consideration given to whether a crime has been committed. Where there is a disclosure of rape, assault by penetration or sexual assault, the Police should be informed first. Police may also be informed of any other harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breast and genitalia. Where a report has been made to the Police, the School will consult with them and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents. If the DSL decides to make a referral to Children's Services and/or report to the Police against a victim's wishes, the reasons should be explained to the victim and appropriate specialist support offered. This may also include early help, and may make the necessary referral in accordance with NCASP /Scottish Borders procedures. Ultimately, the DSL will balance the victim's wishes against their duty to protect the victim and other children.

In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a

report. 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(s), alleged perpetrator(s) and any other pupils directly involved. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises and School transport. 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 on-going statutory investigations. Risk assessments will be recorded and kept under review.

The School will consider intra familial harms and whether any support for siblings is necessary following an incident. 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. Support for the victim may also include the consideration of a range of health needs, including physical, mental, sexual health problems and unwanted pregnancy.

The School will keep a written record of all concerns, discussions and decisions made. This will be reviewed regularly in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the

School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified, the School will decide on an appropriate course of action. 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.

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 victim(s) and alleged perpetrators(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; and
- 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 alleged 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 concerned.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the pupil who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral

to Children's Services may be appropriate. If a report is shown to have deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's Behaviour Policy.

Female Genital Mutilation (FGM)

It is legal requirement that any suspected case of FGM is reported to the Police and therefore a member of staff who has any suspicions that an act of FGM has been carried out should report their concern to the School's DSL immediately, in order to consider the involvement of Children's Services as appropriate. Staff should also contact the DSL if they suspect a pupil is at risk of FGM.

Sharing Nudes and Semi-Nudes

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.E. and ICT/Computing curriculums to keep themselves safe in the digital world by using technology responsibly. However, the School is also aware that sometimes pupils make less sensible use of technology and that one area of concern is that of a practice known as sharing nudes or semi-nudes. Alternative names for this practice include 'sexting', 'dick pics' or 'pics'. This practice may expose them to risk of abuse, or itself be a sign of abuse.

For the purpose of safeguarding, 'sharing nudes or semi-nudes' means the posting of nude or semi-nude images videos or live streams online by children under the age of 18. This may be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child. 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 guidance on this, in order that children and young people are not criminalised unnecessarily. This guidance, produced by the DDMSC/UKIS can be found at [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348222/Share_nudes_and_semi_nudes_advice_for_education_settings_working_with_children_and_young_people.pdf).

Disclosure in relation to sharing nudes or semi-nudes may occur through a pupil informing a teacher, through a report by a concerned peer or parent, or by discovery of images.

Such a disclosure should be taken seriously and staff involved will ensure that the pupil is feeling comfortable. Only appropriate and sensitive questions will be asked, and every effort made to minimise further stress and trauma to the pupil. If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident immediately to the DSL, who will initiate an initial review meeting with the Headteacher or other member of the Senior Leadership Team and at least one of the DDSLs.

Decisions will be taken on:

- whether carrying out interviews with the children involved is appropriate, and who should do this;
- contacting the parents of pupils involved at an early stage and keeping them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the pupil at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the Police, who would take the lead in deciding when parents should be informed;
- the level of risk to those pupils involved. This will be done by carrying out a risk assessment considering the following: whether the image has been shared and if so, how far and via what service and/or platforms; whether other establishments or individuals need to be contacted; any other relevant facts about the pupils involved. On very rare occasions it may be decided that the imagery needs to be viewed in order to inform the risk assessment. This should only be done if it is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from the pupil or pupils involved and/or if necessary to report the image to a website, app or suitable reporting agency (such as the Internet Watch Foundation) to have it taken down, or to support the pupil and/or parents in making a report, and/or if it is unavoidable because the pupil has presented it directly to a staff member or the images have been found on the School's device or network. 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 Headteacher, on school premises with the Headteacher 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; and
- whether the outcome of the risk assessment warrants a referral to the Police and/or Children's/Adults' services. A referral should be made where there are concerns about the child having been harmed or being at risk of immediate harm. Otherwise, the incident can
- be handled in accordance with the guidance on Sharing nudes and semi nudes, this policy and the Behaviour Policy.

Other decisions may include:

- whether immediate action should be taken to delete or remove images from devices or online services; and
- 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/Adults' 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 pupil's development or are violent;
- the imagery involves sexual acts where any person in the imagery is under 13; and
- there is reason to believe that the pupil is at immediate risk of harm due to the sharing of the imagery, e.g., through self-harm or suicide.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have referred externally or not. The School must record the reason for not reporting incidents externally and ensure it is signed off by the Headteacher.

The School will work to support pupils engaged in sharing nudes or semi-nudes. Where the sharing of such images has been done deliberately, sanctions will also be considered, and 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.

All incidents relating to nudes and semi-nudes being shared need to be recorded as a serious incident, whether they have been referred externally or not. The School must record the reason for not reporting incident externally and ensure that is signed off by the Headteacher.

Records will be kept in line with statutory requirements set out in KCSiE and local safeguarding procedures. No copies of imagery will be taken or retained.

The guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

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 carries out appropriate an appropriate risk assessment which is updated in line with information shared by local partners, such as the Police. This risk assessment is reviewed by the Headteacher and the DSL to ensure that the School's safeguarding arrangements are sufficiently robust to help prevent and protect pupils from being drawn into terrorism. Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism.

The School will:

- provide all staff with appropriate training in respect of the PREVENT duty, including PREVENT awareness training for the 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 NCASP, 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 at all time on site and whilst talking to pupils;
- develop resilience to radicalisation through the P.S.H.E.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 NCASP and C&FSWS regarding advice, support and awareness of general levels of risk within the area.

Serious Violent Crime

All staff should be aware of indicators which may signal that a pupil is at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in academic performance and/or behaviour, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a pupil, they should raise this with the DSL to agree a course of action.

Child Absent from Education

The School acknowledges that children who are absent from education, particularly repeat occasions and/ or for prolonged periods, and children missing education can act as a vital warning sign that they may be at increased risk, or that their absence may be indicative of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of CCE including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called ‘honour-based’ abuse or risk of forced marriage. It is therefore important that the School’s response to such absence supports identifying any such abuse if it exists and helps prevent the risk of pupils going missing from education in the future. Children with a social worker may be particularly at risk due to their increased vulnerability.

Equally, no abuse as such may be involved, but numerous or prolonged absences will have a detrimental effect on the education of the child, and it may be that the child and family would benefit from early help.

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.

- concerns about absence are flagged with the DSL by the Form Tutor who will also raise them with parents when absence is either prolonged or a series of shorter, sporadic periods over a period of several weeks in order that reasons for such absences can be established, and, if required, appropriate support strategies put in place.
- where appropriate, concerns will be discussed with the Child Missing from Education contacts (For pupils resident in England: Dawn Westerby 01670 622800; for pupils resident in Scotland: Quality Improvement Officer 01835 884000) and their advice sought. The School will report a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 days or more without adequate reason.
- 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 Education (Pupil Registration) (England) Regulations 2006 (as amended) in order to assist it in
 - fulfilling its duty to identify children of compulsory school age who are missing from education; and
 - follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
 - complete and submit the local authority's Child Missing Education return at the end of each calendar month during the School year.

Where reasonably possible, the School holds more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult, particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

When working with local authority children's services where school absence indicates safeguarding concerns the School will have regard to the non-statutory DfE guidance *'Working together to improve school attendance' preserve records about allegations*

Private Fostering

Private fostering is an agreement whereby the parent 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.

Children with a Social Worker (Looked After Children/Children in Need/Child

Protection Plans)

Governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority and the school should be aware of the statutory advice provided to local authorities on the support of schools with care and education of these pupils.

Children may need a social worker due to safeguarding or welfare needs. They may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The local authority shares information with the DSL/Designated Teacher for Looked After Children (DT LAC) about pupils at the School who have a social worker. The DSL uses this information to ensure that decisions are made in the best interests of the pupil's safety, welfare and educational outcomes.

The DT LAC monitors attendance patterns of looked after children, and submits a weekly attendance return to the Virtual School, in line with Northumberland County Council guidelines up to the point where a looked after child turns 16 years of age. Any concern about a child with a social worker should be raised immediately with the DSL, in order that appropriate decisions about keeping the pupil safe and providing support to promote their welfare can be put in place.

Raising Concerns About Safeguarding Practices in the School

The School aims to ensure that there is a culture of safety and raising concerns and an attitude of "it could happen here". Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, they should discuss these in the first instance with the DSL. Should those concerns persist, the staff should then raise them in accordance with the School's Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

Visiting Speakers

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. The School has clear protocols for ensuring that any visiting speakers are appropriately supervised at all times on site and suitable and these can be found in the Visiting Speaker Risk Assessment Policy. All staff should refer to this document when considering arrangements for inviting an outside speaker into school.

Arrangements for use of school premises for non-school activities

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The School will ensure that the DSL or DDSL can be contacted and/or is available at all times the school premises is in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll. The DSL can be contacted by calling 07707527666.

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.

When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance '*Keeping children safe in out-of-school settings*' (April 2022).

Support

The School is aware that there are times when pupils 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 pupil are at the heart of decision making wherever possible.

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 in the case of child-on-child abuse and those people to whom disclosures have been made.

Pupils who have been abused

We recognise that pupils 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, or child on adult.

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

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

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

- ensuring the curriculum provides opportunities for the pupil 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 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 pupil but does not damage the pupil's sense of self-worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that they are valued and, in relation to any disclosures, are 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 whenever it is in a pupil's best interest to do so.
- recognition that pupils 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 pupil'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 pupil leave the School; and
- transferring promptly any Child Protection records and information to any new school to which the pupil concerned moves.

Staff to whom a disclosure has been made

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

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 or the Headteacher.

The Headteacher and DSL 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 pupils and that the Data Protection Act 2018, General Data Protection Regulations (GDPR) or human rights should not be viewed as a barrier when a pupil is at significant risk of harm. (See Appendix 5 The Seven Golden Rules of Sharing Information).

It should be noted that if the pupil is over 18, and is not a danger to themselves, permission must be obtained from the pupil to share the information they have disclosed with outside agencies.

The School recognises that some procedures are different for those young people and adults over the age of 18 years in England, and over the age of 16 years in Scotland. Once the pupil has reached the age of 18 or 16, they may be classed as a vulnerable adult.

In England, the definition of this is in accordance with the Safeguarding Vulnerable Groups Act 2006 and is as follows:

A person who has reached the age of 18 and

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

In line with NCASP procedures, adult safeguarding procedures should be implemented for those 18 years old and above.

In Scotland, the definition of a vulnerable adults is:

- unable to safeguard their own well-being, property, rights or other interests.

- at risk of harm; or
- more vulnerable because they are affected by disability, mental disorder, illness or physical or mental infirmity.

In line with Scottish Borders procedures, adult safeguarding procedures should be implemented for those 16 years old and above.

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:

- to remove disruptive pupils from the classroom where they have refused an instruction to do so.
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- 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.
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the school premises; and/or
- 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 pupil may require consideration under child protection/safeguarding 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).

Other policies which should be read in conjunction with the Child Protection (Safeguarding) Policy

- Anti-Bullying Policy
- Equal Opportunities Policy
- Behaviour Management Policy
- Whistle Blowing Policy

- IT Acceptable Use Policy
- Mental Health and Wellbeing Policy
- Low Level Concerns About Staff Policy
- Visiting Speaker Risk Assessment Policy

Mr Jonathan Lee
Headteacher

Mrs Charlotte Barber
Designated Safeguarding Lead

CHILD PROTECTION (SAFEGUARDING) POLICY

APPENDIX I – Definitions of Abuse

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to: sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent image, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

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 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

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 and prejudice-based bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failure to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision (including the use of inadequate caregivers); failure to ensure access to appropriate medical care and/or treatment. It may also include neglect of, or 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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 images or 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. Sexual abuse also included sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child-on-child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence such as rape, sexual assault and assault by penetration are sexual offences under the Sexual Offences Act 2003. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Indicators

- withdrawal and introversion
- display of sexual knowledge or behaviour beyond a pupil's years
(see [Brook Sexual Behaviours Traffic Light System](#))
- persistent masturbation, particularly in inappropriate settings
- provocative or seductive behaviour towards adults
- disclosure of sexual activity through words, play or drawings.

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. 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 can 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; or upskirting and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and
- online sexual harassment which might include non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes or sexting – see below).
- inappropriate sexual comments on social media; exploitation; coercion and threats.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Sexual violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

Child on child sexual violence and/or harassment

Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Upskirting

‘Upskirting’ is a criminal offence and typically involved taking a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Harmful sexual behaviour

Harmful sexual behaviour is problematic, abusive and violent sexual behaviour which is developmentally inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Sharing of nudes and/or semi-nudes

The sharing of nudes and/or semi-nudes involves the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. The sharing of nudes and

semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’ or may be referred to by adults or professionals as ‘youth produced/involved sexual imagery’, ‘indecent imagery’, ‘image based sexual abuse’ or ‘sexting’.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly share.

For this reason, incidents can either be classified as ‘aggravated’ or ‘experimental’. The DDCMS/UKIS guidance [*Sharing nudes and semi-nudes: advice for settings working with children and young people*](#) sets out the classification of incidents, and how each should be handled.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affections) and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact: it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines – see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised

by adults and professionals (especially when they are older children) It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- 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.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, staff should be aware that girls are at risk of criminal exploitation too. It is important to note that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which 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 (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age might be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact, it can also occur through the use of technology. CSE 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 have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity and 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). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats or violence.

The above CCE indicators can also be indicators of CSE, as can

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The Department for Education has published guidance on this entitled “*Child sexual exploitation: a guide for practitioners.*” [Child sexual exploitation: a guide for practitioners.](#)

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Serious violence

Indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence e.g., being male, frequent absence from school or permanently excluded from school experienced child maltreatment or having been involved in offending and understand the measures in place to manage these.

Honour-based abuse (HBA)

So-called ‘honour-based’ abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community and can include FGM (see below), forced marriage (see below) and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Communities can refer to any group of people, including gangs.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38 – 41 or the multi-agency statutory guidance on FGM. To give an example of indications that that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.

- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g., withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

Other possible 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
- [*\(see FGM Prevalence map\)*](#)
- young person talking about special procedure or ceremony which they are going to participate in.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Services.

There is a statutory duty on staff to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the staff member has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Services as appropriate. If the staff member is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a staff member suspects that a pupil is at risk (i.e., where a staff member does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), or the pupil is over 18, staff members should follow the School's local safeguarding procedures.

Forced Marriage

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (e.g., if they have learning disabilities). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. There are a range of potential indicators which can be found

on p15 [Forced marriage guidelines: England](#). Further advice or information can be sought from the Forced Marriage Unit: contact 020 7008 0151; email: fmufco.gov.uk.

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is the vocal or active opposition to fundamental British values, including democracy, 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, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's susceptibility. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be susceptible to radicalisation and act proportionately, which may include making a Prevent referral. DSLs should familiarise themselves with the Prevent duty guidance. Staff should contact the DSL who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the pupil's new school or college e.g., information that would allow a pupil to continue receiving support through the 'Channel' programme.

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.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abuse behaviours, including but not limited to, psychological, sexual, physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as “teenage relationship abuse”. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

The School is part of Operation Encompass, and as such, will be sent an alert when a child in the School lives in a home which has required Police attendance in relation to an incident of domestic abuse. This is to allow the School to put in place appropriate pastoral support for that child. School staff can also contact Operation Compass on 204 513 9990 for advice in respect of children who have experienced domestic abuse.

County lines (see also CCE)

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE (see above) may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county line are children who:

- go missing and are subsequently found in areas away from their home.
- that have been the victim or perpetrator of serious violence e.g., knife crime.
- are involved in receiving requests for drugs via a phone line (sometimes known as a deal line), moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a ‘trap house’ or ‘cuckooing’, or a hotel room where there is drug activity.
- owe a ‘debt bond’ to their exploiters.
- have their bank accounts used to facilitate drug dealing (known as mulling).
- Further information on the signs of a child’s involvement in county lines is available in County Lines Guidance published by the Home Office.

Mental health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour, attendance and progress at school.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Mental Health and Wellbeing Policy, and speaking to the DSL or a deputy.

The DfE has published advice and guidance on *Preventing and Tackling Bullying*, and *Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People’s Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

Modern slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to

victims and how to refer them to the National Referral Mechanism is available in the statutory guidance [Modern Slavery: how to identify and support victims](#).

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorized as either ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’) e.g., accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (DoS or DdoS) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Additional advice can be found at:

[Cyber Choices](#)

[NSPCC - When to call the Police](#)

[National Cyber Security Centre](#)

Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Lesbian, gay, bi or trans (LGBT)

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not), or who are allies, can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The School endeavours to provide a safe space for LGBT children to speak out or share their concerns with trusted members of staff.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children: [Going to Court: 5 - 11 years old](#) and [Going to Court and being a witness \(12 - 17 year olds\)](#). These guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and trench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents to this service where appropriate. [Online Child Arrangements Toolkit](#).

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children: [NICCO](#)

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people know but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of the School can raise concerns amongst children and parents, e.g., people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons or assemblies run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

Action against Abduction

Clever never goes

Other specific safeguarding issues

In addition to the above types of abuse and risks associated with abuse, staff should be mindful of behaviours linked to drug taking, alcohol abuse, fabricated or induced illness, faith abuse (including ostracism of families), gangs and youth violence, and trafficking.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child on child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.²³² Safeguarding issues can also be linked to, for example, children being absent, repeatedly and/or for prolonged periods, children missing from education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families²³³); female genital mutilation; forced marriage; -gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

CHILD PROTECTION (SAFEGUARDING) POLICY

APPENDIX 2 – Child Protection Referral Form

CONFIDENTIAL

Longridge Towers School

Child Protection Referral Form

Pupil 's name

Adult(s) with parental responsibility

Date of concern: Time: Place:

Concern initiated by

Detail of conversation:

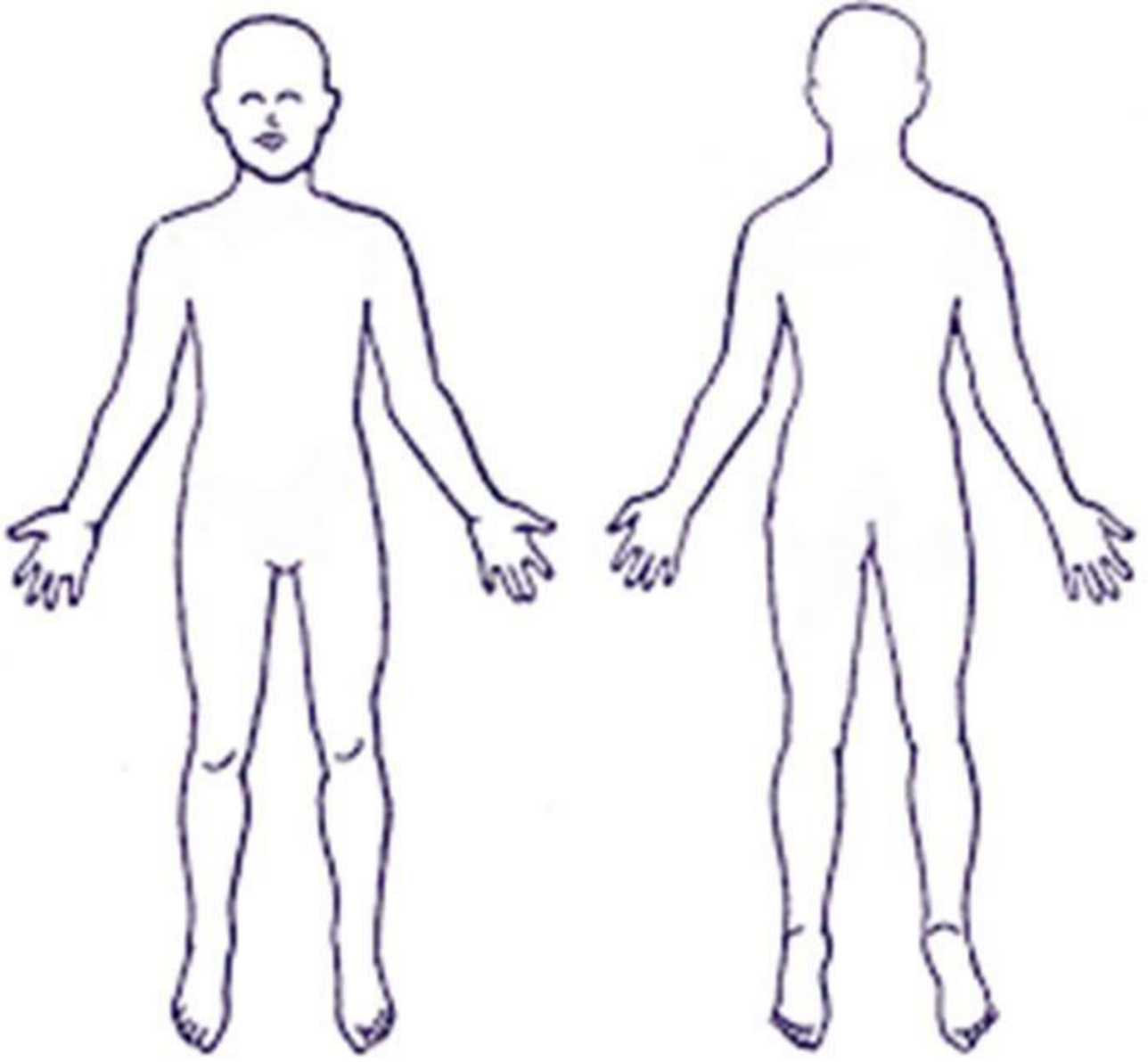
Others present:

Have **parents** been aware of this concern? Yes / No

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

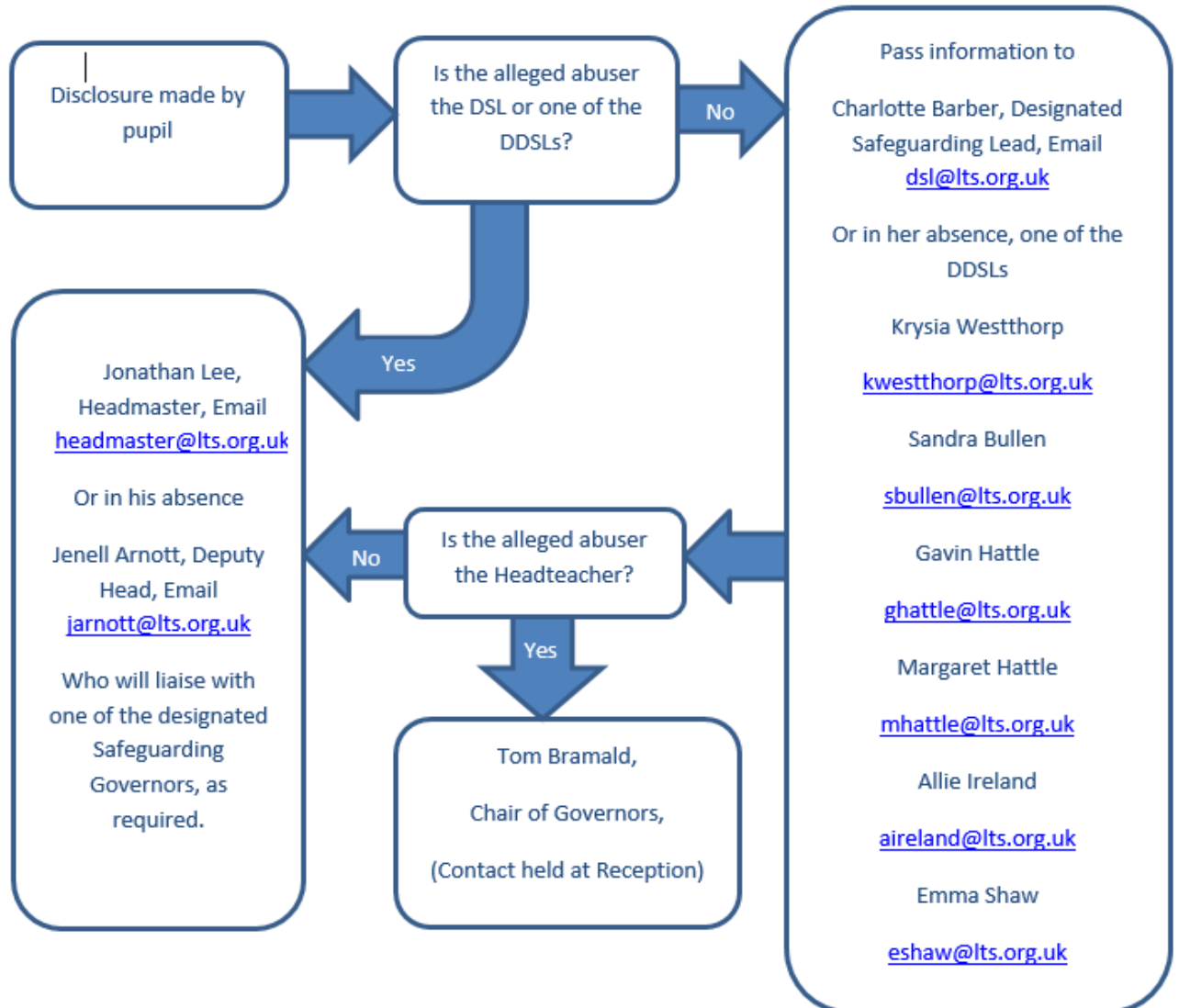
Signed Date

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 Flowchart



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

Reason for force (please tick as appropriate)	
Removal of disruptive pupil 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	

Witnesses	
Adults	

Pupils	
---------------	--

Details of any injury to:	
Pupil	
Staff	

Details of any damage to property

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)	
Headteacher	
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: [Information sharing advice for practitioners safeguarding services.](#)

CHILD PROTECTION (SAFEGUARDING) POLICY

APPENDIX 6 - Designated Safeguarding Lead – Job Description

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 Google Meet or other such media should be used.

Either the DSL or 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.

Managing referrals

- refer cases of suspected abuse to the appropriate local authority children’s or adult social care as required.
- support staff who make referrals to local authority children’s or adult social care as appropriate.
- 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. The following document should assist in helping understanding on when to consider calling the Police and what to expect when working with them: NPCC - When to Call the Police

Working with others

- act as a source of support, advice and expertise for staff.
- act as a point of contact with the safeguarding partners.
- liaise with the Headteacher to inform him of issues especially on-going enquiries under section 47 of the Children Act 1989 and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance - PACE Code C 2019
- as required, liaise with the ‘case manager’ and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Staff, senior mental health leads and SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically; liaise

with the senior mental health lead where safeguarding concerns are linked to mental health.

- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes
- ensuring that the School knows who its cohort of children who currently have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who currently have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- in an emergency, liaise with Berwick Children's Services or with Berwick Police.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

The DSL should ensure the file is only accessed by those who need to see it and where the file and content within it is shared, this happens in line with information sharing advice as set out in KCSiE.

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

Lack of information about children's circumstances can impact on their safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in the right support to safeguard this child and help them thrive in the school or college e.g., for children with a social worker, or have been victims of abuse.

Raising awareness

The DSL should:

- ensure each member of staff has access to, and understands, the School's Child Protection (Safeguarding) Policy and procedures, especially new and part-time staff.
- 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.
- link with the NCASP and C&FSWS to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who currently have or have had a social worker are experiencing with teachers and School leadership staff.

Training, knowledge and skills

The DSL and DDSLs should undergo appropriate training to provide them with the knowledge and skills required to carry out the role every two years. They should also undertake Prevent training and on-going training throughout the year allowing for keeping up to date with developments relevant to the role such as how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put them at risk, and the processes, procedures and responsibilities of other agencies, particularly NCASP and Scottish Borders, in order to:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's and adults' 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.
- understand the importance of the role the DSL has in providing information and support to local authorities Children's Services to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- be alert to the specific needs of children and young people in need, those with special educational needs and disabilities, and also those of young carers.
- understand the importance of information sharing, both within the School and with the NCASP and Scottish Borders, and other agencies, organisations and practitioners.

- understand and support the School with regards to the requirements of the Prevent duty are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- be 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/young people safe whilst they are online at school, and whilst accessing remote learning online.
- recognise the additional risks that children/young people 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/young people to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children/young people and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

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

Providing support to staff

Training should support the DSL to lead in developing expertise so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, DSLs and DDSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the School may put in place to protect them;
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The DSL should be equipped to:

- understand the importance of information sharing, both with the School, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record keeping.