

Safeguarding & Child Protection Policy

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

CHILD PROTECTION AND SAFEGUARDING POLICY

Date of last review: September 2023

It is the responsibility of the Governing Body or its equivalent to ensure that the school has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with Local Authority guidance and/or locally agreed inter-agency procedures approved by the Local Safeguarding Partnership.

- Safeguarding arrangements are set out in [Keeping Children Safe in Education 2023](#) which prompts Governing Bodies to review their Child Protection and Safeguarding Policy annually
- Schools must always consult with the Designated Officer in the event of an allegation being made against a member of staff

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- For further advice please contact:

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Child Protection and Safeguarding Policy

INTRODUCTION

Everyone at Horton Grange Primary School is committed to safeguarding children, working to prevent abuse and neglect, protecting children from harm, identifying and reporting concerns about child abuse. We emphasise **'thinking the unthinkable' and a view that 'it could happen here'**. We believe pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. Children are made aware that their happiness and safety are important.

We all share an objective to help keep children and young people safe by

- contributing to providing a safe learning environment
- identifying those who are suffering, or likely to suffer, significant harm
- taking appropriate action
- making sure they are kept safe both at home and at school.

We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils. The school is committed to ensuring that all staff and volunteers receive regular training on Child Protection, including the school's policy; the staff code of conduct; the identity of the Designated Persons; and a copy of Part One of "Keeping Children Safe in Education" (2023). There is induction training for all

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newly appointed staff and volunteers. The school complies fully with Safe Recruitment systems and procedures. All new members of staff and governors must have an enhanced disclosure (DBS). This is a condition of employment and the requirement is stated clearly in advertisements and at interview. All application forms and reference forms include questions about the suitability of the candidate to work with children. Child protection questions are part of the interview procedure. Assurance is obtained that appropriate checks and procedures have been carried out for visiting staff or those employed by another organisation. We follow the guidance contained in “Keeping children safe in education” (2023) and “Working together to safeguard children” (2018) and our policy follows the format of the Northumberland Model Policy.

This policy applies equally to the Early Years Foundation Stage Setting (including 2 year old provision), Key Stage 1 and Key Stage 2 as taught at Horton Grange Primary School. This policy is reviewed annually by the designated persons. For the purposes of this policy, the term “staff” refers to the head and other senior leaders, teachers, assistants, administration personnel, ancillary personnel, maintenance workers and caretakers.

This policy should be read alongside other Safeguarding related policies and national guidance:

- Whistleblowing policy
- Code of conduct for staff
- Online Safety Policy
- Missing Child procedure policy
- Intimate care policy – foundation stage.
- Tackling Extremism and radicalisation policy
- Horton Grange Safeguarding pupils pocket guide
- Use of reasonable force
- Promoting positive behaviour policy
- Complaints procedure
- Anti bullying
- Safe working practice document
- SEND / Inclusion policy
- Managing allegations procedures
- Missing children education guidance
- RSE policy
- Statement of procedures for dealing with allegations against staff
- School Suspensions and Exclusions procedures
- Equality information and objectives
- Attendance policy
- Acceptable use policy
- Health and safety policy
- Supporting children with medical needs policy
- First Aid procedures
- Recruitment guidelines

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The school's safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management. Ofsted inspectors will consider how well leaders and managers have created a culture of vigilance where children's and learners' welfare are promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer harm. Inspectors will evaluate how well statutory and other responsibilities are met and how well staff exercise their professional judgement in keeping children and learners safe. This policy contributes to the setting's commitment to all local and national requirements.

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

This policy is available on the school website and is included in the staff induction file. Summary documents are made available to all volunteers'. Visitors receive key information as part of the signing in process. The policy is reviewed annually and is shared with all staff as part of an annual refresher. All relevant policies, eg e-safety have been updated to reflect the increased use of remote learning and all necessary risk assessments have been completed and make reference to safeguarding procedures.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- to maintain an attitude of "it could happen here"
- safer children make more successful learners
- this policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review

Ethos and Fundamental British Values

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children/young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

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At Horton Grange Primary School pupils are taught about safeguarding, including online, through various teaching and learning opportunities and the school is fully committed to this as part of the delivery of a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. Horton Grange Primary School is a listening school and all children and young people are encouraged to speak to a member of staff when they are worried about any issues.

The procedures contained in this policy apply to all staff, volunteers, visitors and governors and are consistent with those of the local safeguarding partnership Northumberland Children's and Adult's Strategic Safeguarding Partnership(NCASP)

Policy principles

- The welfare of the child is paramount
- All children and young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- The school assesses the risks and issues in the wider community when considering the wellbeing of its pupils
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice

For the purposes of this policy the following terminology is used throughout this document:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Children includes everyone under the age of 18.

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

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

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

Safeguarding legislation and guidance

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children
- The **Teacher Standards 2012** state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance, **Working Together to Safeguarding Children 2018**, covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for safeguarding to monitor the effectiveness of local services, including safeguarding arrangements in schools. As stated in this guidance schools are relevant agencies in the new safeguarding arrangements established by the three key safeguarding partners (the LA, the CCG and the police)
- The statutory guidance, **Keeping Children Safe in Education 2023**, is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.
- The governing body of the school will ensure that all staff have read the appropriate sections of this guidance (Part 1 and Annexe A) and will ensure the necessary mechanisms are in place to assist staff to understand and discharge their roles and responsibilities. All staff must read, and **evidence** that they understand the content of this guidance and have all been issued with a copy. A record to confirm this is held in the school office.
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and is available for the DSL.

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

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

Roles and responsibilities

THE SAFEGUARDING TEAM: These staff / governors take responsibility for Child Protection matters

- Nichola Irving- Headteacher – Designated Safeguarding Lead (DSL)
- Amanda Morgan – DHT / deputy DSL
- Sarah McGuire – DHT / EYFS welfare requirements / deputy DSL
- Claire Jameson – SENCO / LAC designated lead
- Emma Brownrigg – AHT & E-safety Lead
- Kelly McNally – School business manager
- June Hewes – Safeguarding lead professional (Parent liaison)
- Janet Dyson - Governor
- Nicki Stephenson – Governor (Designated Safeguarding Governor)
- Karl Lunn – Governor (E-safety)

Our designated members of staff with responsibility for Child Protection issues are:

Nichola Irving – Headteacher	Last trained: 29.09.21
Claire Jameson – SEND lead	Last trained: 30.09.21
Sarah McGuire – DHT	Last trained: 21.12.22
June Hewes - Parent Liaison	Last trained: 14.10.21
Amanda Morgan	Last trained: 21.11.22
Emma Brownrigg	Last trained: 29.09.21

In line with guidance / best practice DSL training will be updated at least every two years.

The DSL has also completed Prevent awareness training.

Online - Safety

Our Online-Safety Lead is: Emma Brownrigg

Governor responsible for Online-Safety and standards for filtering and monitoring:
Ben Stobbs

Safer Recruitment and Selection on-line training

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One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training

Janet Dyson - 13.02.17 updated 09.10.22
Nichola Irving - 08.03.17 updated 12.10.22
Karl Lunn - 08.05.17
Sarah McGuire - 08.03.17
Amanda Morgan - 15.06.17
Kelly McNally – 19.10.22

Chair of Governors
Headteacher
Governor
Deputy headteacher
Deputy headteacher
School business manager

The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, receiving annual updates and face to face training provided by the local authority every two years. acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of Northumberland Children's and Adult's Strategic Safeguarding Partnership(NCASP) procedures
<https://www.proceduresonline.com/northumberlands/index.html>
-
- makes staff aware of NSSP training courses (all available through Learning Together <http://ncc.learningpool.com/>) and the latest policies and procedures on safeguarding
- has an understanding of locally agreed processes for providing early help and intervention
<http://www.northumberland.gov.uk/Children/Family/Support.aspx#earlyhelpassessmentforms>
- keeps detailed written records of all concerns, ensuring that such records are stored securely but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan has unexplained absences
- ensures that when a pupil leaves the school, their child protection file is sent securely to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker should also be informed of the change in school
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- ensures that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so
- develops effective links with relevant statutory and voluntary agencies including the NSSP
- ensures that all staff sign to indicate that they have read and understood the child

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protection policy

- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and trustees
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- ensures a record of staff attendance at child protection and safeguarding training is maintained
- ensures staff are kept up to date with key priorities within the LA, including learning from serious practice reviews
- makes the child protection & safeguarding policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- has the lead role for Operation Encompass and Operation Endeavour in the school and ensures the school meets all requirements set out in the LA procedures
- reports concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process and refer cases by e-mail to OneCall . If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264)
- work with others to ensure that the school's filtering and monitoring systems are functional and effective
- meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education 2023.

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

The deputy designated person(s):

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

If the DSL (or deputy) are not available, staff should contact a member of the leadership team to seek advice. Advice can also be sought from colleagues in One Call, the Local Authority's single point of access on 01670 536400 or from the school Safeguarding Team on 07976850562

The governing body:

Ensures that the school:

- The governing body (proprietors/management committee) of the school/ setting (including maintained nursery schools) will ensure that all staff have read the appropriate sections of this guidance (Part 1 and Annex B or Annexe A) and will ensure the necessary mechanisms are in place to assist staff to understand and discharge their roles and responsibilities.

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- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a child protection policy and procedures
- has a staff behaviour policy/code of conduct, which is reviewed annually and made available publicly on the school's website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations
- develops a training strategy that ensures all staff, including the head teacher, receive information about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL on induction, and appropriate child protection training, which is updated at least annually and will receive regular updates. The DSL receives face to face refresher training at two-yearly intervals and accesses an annual update in line with the Local Safeguarding Board requirements
- ensures that all staff, including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy
- ensures that the school contributes to early help arrangements and inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and NSSP and national guidance.

An annual audit (S175) will be submitted, annually, to the local authority, including an action plan. The governing body should have oversight of the audit and the lead governor should work in conjunction with the DSL to ensure any gaps areas of concern are addressed.

The headteacher:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing

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procedures

- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- school leaders and governors ensure that the child's wishes are taken into account when determining action to be taken or services to be provided
- contacts the DO immediately an allegation is made against a member of staff, seeking advice and then works with the DO to follow the advice received
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

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

Abuse of position of trust

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

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

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The school's Staff Code of Conduct sets out our expectations of staff and is signed by/available to all staff members.

Children who may be particularly vulnerable

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

All children may benefit from Early Help but staff should be particularly alert to the potential need for early help and to ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

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

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

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

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Horton Grange Primary School, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak.

This updated list provides examples of additionally vulnerable groups and is not exhaustive.

Helping children to keep themselves safe

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

The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, and are listened to, can learn, develop and feel valued;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse, develop resilience and that they know to whom to turn for help.
- Support for those involved implement a ‘Thrive’ provision (a social and emotional development programme) to ensure that all children have the opportunity to ‘Thrive’ and reach age appropriate milestones in terms of social and emotional development.
- Have a structured approach / curriculum for ‘Relationship and Sex Education’ (RSE), which is age appropriate and teaches children about safe and unsafe relationships.
- Use a ‘philosophy for children approach’ to promote safe talk and tolerance of views.
- Promoting FBV (Fundamental British Values) across the curriculum

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Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

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

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the headteacher and governors. An explanation of the complaints procedure is available from the school office.

Complaints from staff are dealt with under the school's disciplinary and grievance procedures.

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

Whistleblowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague, including supply staff towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy, available from the school office, enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure immediate actions

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

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At Horton Grange we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by the school office.

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

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

The headteacher has to decide whether the concern is an allegation or low-level concern (see Appendix K for further information re low level concerns)

When an allegation is made against a member of staff, including supply staff, governors, volunteers and agency staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

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

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

The school allegation procedure will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2023)* and in the school's Managing Allegations Policy and Procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law.

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Publication includes verbal conversations or writing, including content placed on social media sites.

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

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a mandatory briefing during their induction, which includes the school's child protection and safeguarding policy, behaviour policy, staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated. The NCASP recommends staff receive annual updates and a detailed programme (either online or face to face) at least every three years. The DSL (and deputies) will receive annual safeguarding training, with subjects to reflect local and national priorities and including a refresher session on their roles and responsibilities every two years.

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

Supply staff and other visiting staff will be given the school's **Visiting Staff Leaflet and a copy of/summary of the school's Child Protection and Safeguarding Policy**, which will be made available to them on their arrival

Governor Training

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

Supply staff and other visiting staff will be given the school's briefing sheet, which will be made available to them on their arrival

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2023).

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

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

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

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

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2023) Annex E.

Volunteers

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

Supervised volunteers

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

Contractors

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

Site security

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

Extended school, out of school providers and off-site arrangements

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

When we host out- of-school providers on the premises it should be noted that whilst the provider is responsible for their own safeguarding and child protection policies and procedures, the school may refer any concerns they have about the provider to the local authority. The school uses the DfE Keeping- children-safe-in-out-of-school-settings-code-of-practice as best practice guidance. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Photography and images

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

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Online-Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking and messaging apps, social gaming and live stream apps and Anonymous and decoy apps.

Social Networking and Messaging	Social Gaming and Live Streaming	Anonymous and Decoy
YouTube Instagram TikTok Facebook Facebook Messenger Snapchat WhatsApp Twitter Discord Telegram Messenger	Twitch Facebook Gaming Steam Discord PlayStation Nintendo YouTube Gaming Xbox Live	ASKfm Omegle SayAt.Me App Whisper Tellonym App Psst! Anonymous

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **Online Safety policy**, available from the school office explains how we try to keep pupils safe in school and whilst they are accessing on-line learning whilst out of school and protect and educate pupils in the safe use of technology. This includes reference to the four C's - content/contact/conduct and commerce at relevant, age

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appropriate opportunities in the curriculum. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

All staff and children in KS2 sign an AUP. All children also sign and agree to acceptable use when logging onto computers. Teachers regularly remind children of these and discuss what they mean. Information for parents is shared through the school website and regular updates through Facebook and the school newsletter. Parent workshops are also offered. The school takes part in Safer Internet Day and has a structured Computing Curriculum with integrated E-Safety sessions.

All staff receive e-safety training and the school's Online -safety lead is Emma Brownrigg

Filtering and Monitoring

The school considers online safety as a priority and included in this is how we manage pupils' use of their own electronic devices on the school site, and in particular mobile phones. When pupils use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. Any violations are tracked through weekly reporting via SENSO and this is checked and monitored weekly by the computing lead and the AHT (Online safety lead and DSL). Systems in place for filtering and monitoring take account of the Department for Education filtering and monitoring standards (<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>.)

This system is regularly reviewed for effectiveness. Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any

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difficulties with the system are understood by all staff and reports are effectively managed. We make sure that any school devices used by pupils away from the school site are also subject to filtering and monitoring procedures. All staff understand the risks of poor filtering and monitoring, and know how to share their concerns. Staff also receive training on cyber security.

Systems ensure that harmful and inappropriate content is blocked without unreasonably impacting teaching and learning. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, we as a school aim to ensure the following are adhered to:

- Clear guidelines on the use of mobile devices for all users of the site (including staff) within our online safety policy which regularly updated. This includes children not having access to their mobile phones once they have entered the building.
- Online safety is directly taught through the computing curriculum at the beginning of every half term and throughout the unit where necessary. This is progressive and age appropriate
- Participation in the yearly internet safety day
- Assemblies used where necessary to address online safety issues or concerns
- Regular e-safety advice and updates for parents through our Facebook page
- Online safety concerns logged and monitored through our online system (CPOMS) Parents informed at the earliest point where DSLs feel it is appropriate

https://www.proceduresonline.com/nesubregion/p_esafety_abuse_dig_media.html

Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils (see code of conduct for behaviour and staff AUP). Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation

Information Security and access management

Security protection procedures are in place in order to safeguard systems, staff and learners. These are reviewed regularly to keep up with evolving cyber-crime technologies.

Child protection procedures

Recognising abuse

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

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

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Details of the definitions of the 4 types of abuse are included as Appendix A

Detailed below are a number of specific categories where there is evidence of increased vulnerability, and all school staff understand the need to be particularly vigilant, taking advice from the DSL if they believe they identify a child who may need extra support or referred to an external agency. The links will take the DSL to the relevant pages of the regional North and South of Tyne Safeguarding Children partnership manual or relevant DfE documents.

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

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

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We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The school's behaviour and attendance lead will submit a monthly return to the LA, indicating children missing education and the DSL must review this submission before it is sent to ensure they are aware of any concerns or can add additional information.

The school procedures reflect the latest DfE guidance

Working-together-to-improve-school-attendance and Children-missing-education guidance

The LA guidance is available on the Virtual School web page

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

The school's behaviour and attendance lead will submit a monthly return to the LA, indicating children missing education and the DSL must review this submission before it is sent to ensure they are aware of any concerns or can add additional information

The DfE's guidance on Children Missing Education is available at <https://www.gov.uk/government/publications/children-missing-education> and the LA guidance is available on the Virtual School web page

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

a) **Children with Special Educational Needs and Disabilities** Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

b) **Bullying**

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. The schools Anti-Bullying policy is available on the schools website and from the

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school office and the subject of bullying is addressed at regular intervals in PSHE education. It is made available to all new staff through the induction file and process. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

c) Looked after children and previously looked after children

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

d) Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

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

e) Sexual exploitation of children

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

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

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

[Child Sexual Exploitation \(proceduresonline.com\)](http://proceduresonline.com)

g) Female Genital Mutilation

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

See Appendix A for further details

[Female Genital Mutilation \(proceduresonline.com\)](http://proceduresonline.com)

h) Forced Marriage

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

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

[Forced Marriage \(proceduresonline.com\)](http://proceduresonline.com)

i) Radicalisation and Extremism

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

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

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

See Appendix A for further details

[Prevent - Safeguarding Children and Young People against Radicalisation and Violent Extremism \(proceduresonline.com\)](http://proceduresonline.com)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

j) Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of

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the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

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

[Children Living Away from Home \(proceduresonline.com\)](http://proceduresonline.com)

k) Child on Child Abuse

Staff should be aware that safeguarding issues can manifest themselves as child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying, prejudice based and discriminatory bullying)
- gender based violence/sexual assaults and sexting
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

School has a zero tolerance approach to peer or peer abuse and recognise that it may take place even if it is not reported. Abuse is abuse and should never be tolerated or passed off as 'banter' or part of growing up.

School is aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face). Children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups

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- Sharing of abusive images and pornography, to those who don't want to receive such content

At our school we believe that all children have the right to attend school and learn in a safe environment. Inappropriate behaviours between peers will be challenged to avoid creating an unsafe environment and lead to a culture which could normalise abuse. Children should be free from harm from adults and other children. As a school we recognise that there may be a gendered nature to child on child abuse and whilst it is more likely that females will be victims and males perpetrators all child on child abuse is unacceptable and will be taken seriously. We recognise that some students will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the schools behaviour policy. Any incident will be recorded using the school CPOMS system.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. This could include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation, some of the following features will be found –

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

To support young people in this situation we will follow our usual safeguarding procedures ensuring all information is recorded and reported to the DSL and logged using CPOMS, with particular reference being made to NSSP guidance on abuse by children and young people (plus see Annexe E). To support victims and perpetrators the school's social and emotional support base will be accessed (The PLACE)

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

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/544441/sharing_nudes_and_semi_nudes_advice_for_education_settings_working_with_children_and_young_people.pdf)

I) Domestic Violence

Our school is fully engaged in Operation Encompass and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children. The school notifies all parents that we are

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partners with the LA and police in relation to Operation Encompass and new staff receive a briefing as part of their induction.

Staff understand that violence perpetrated by a child on their parent is also a form of domestic violence and as such will seek advice from the DSL when they are made aware of such incidents. See Appendix A

[Domestic Violence and Abuse \(proceduresonline.com\)](http://proceduresonline.com)

Mental Health

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy through CPOMS. The school has two trained designated mental health leads.

These are Martin Murphy and Nichola Irving

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. See Appendix A for additional information regarding contextual safeguarding.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties. Horton Grange will make use of its Thrive provision to provide social and emotional support and will also refer to other agencies for support where needed.

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Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- record concerns using CPOMS. If the system is down record using 'Safeguarding incident form' and hand to a DSL.
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

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

Staff should use the Safeguarding incident form / CPOMS alert to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

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

<http://www.northumberland.gov.uk/Children/Family/Support.aspx#earlyhelpassessmentforms>

If a pupil discloses to you

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

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

During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves
- record concerns using CPOMS. If the system is down record using ‘Safeguarding incident form’ and hand to a DSL.
- seek support if they feel distressed.
- follow the 7rs process set out in Appendix D (dealing with disclosures)

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Sexual Violence or Sexual harassment

- Considering confidentiality and anonymity
- This school recognises that in cases related to reports of sexual violence and sexual harassment there may be situations where the young person asks the school not to tell anyone about the incident and all staff are aware of their duty to report concerns to the DSL
- Risk Assessments
- Report of sexual violence or sexual harassment will include the time and location of the incident and subsequent risk assessments will include any actions required to make the location safer.
- Impact on any siblings
- The school recognises the importance of understanding intra-familial harms and will identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

Notifying parents

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

Referral to children's social care

- **The DSL will make a referral to children's social care** if it is believed that a pupil **is suffering or is at risk of suffering significant harm.**
- The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.
- The DSL should keep relevant staff informed about actions taken, they do not need to share all information but staff must be confident their concerns have been actioned

Confidentiality and sharing information

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

Staff should only discuss concerns with the designated senior person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

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However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2021)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child. It must also be noted that recent information sharing advice states 'human rights concerns will not prevent sharing where there are real safeguarding concerns' and that 'fears about sharing information cannot be allowed to stand in the way of children at risk or abuse or neglect'.

Child protection information will be stored and handled in line with the Data Protection Act 2018. Information sharing is guided by the following principles. The information is:

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

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Safeguarding incident forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information, including Operation Encompass and Operation Endeavour notifications will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

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

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

The Data Protection Act and GDPR do not prevent the sharing of information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request from the school office.

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The child's wishes

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

Reporting directly to child protection agencies

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

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

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2023)*

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education (2023)*, to ensure that hosting arrangements are as safe as possible. Some overseas pupils may reside with host families during school terms, and we will work with the local authority to check that such arrangements are safe and suitable

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Our designated member of staff with responsibility for Child Protection issues is/are:

Nichola Irving (Headteacher)

Last trained: 29.09.21

Deputising arrangements

Amanda Morgan (Deputy headteacher – upper school)

Last trained: 21.11.22

Sarah McGuire (Deputy headteacher – lower school)

Last trained: 21.11.22

Lead professional for Child Protection:

June Hewes (Parent Liaison Officer)

Last trained: 14.10.21

Claire Jameson (SEND lead)

Last trained: 29.09.21

Lead governor for Safeguarding - Nicki Stephenson

Our Online -Safety Lead - Emma Brownrigg (Assistant head)

Last trained: 29.09.21

Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training

Currently the following people are trained

Janet Dyson - 13.02.17 Updated 9-10-22
Nichola Irving - 08.03.17 Updated 12-10-22
Karl Lunn - 08.05.17
Sarah McGuire - 08.03.17
Amanda Morgan - 15.06.17
Kelly McNally – 19.10.22

Chair of Governors
Headteacher
Governor
Deputy headteacher
Deputy headteacher
School business manager

This policy was ratified onand will be reviewed in September 2024

..... Signed by the Headteacher

..... Signed by the Chair of Governors

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APPENDICES

APPENDIX A	Definitions of Abuse and other harmful behaviour
APPENDIX B	LA and NSSP contacts
APPENDIX C	School Paperwork for recording and reporting concerns
APPENDIX D	Dealing with disclosures
APPENDIX E	Sexual Violence and Sexual Harassment
APPENDIX F	Guidance for visitors and supply staff (Safeguarding First Poster and briefing sheet)
APPENDIX G	Flowchart for raising safeguarding concerns about a child
APPENDIX H	Standards for effective child protection practice in schools
APPENDIX I	Frequently asked questions
APPENDIX J	Dealing with indecent or potentially illegal images of children
APPENDIX K	Dealing with allegations against people who work with children (& flow chart)
APPENDIX L	Managing allegation against other pupils
APPENDIX M	School child protection files – a guide to good practice
APPENDIX N	E safety: Children exposed to abuse through digital media

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APPENDIX A - Definitions of Abuse and other harmful behaviour

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

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- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

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

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

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

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

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

Additional examples of abuse are outlined below.

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

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. Definition:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

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

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

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

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

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

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Human Trafficking

The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking and ensuring they receive appropriate care. A trafficking case may involve a range of agencies such as the police, local authorities and charities and the NRM makes it easier for these agencies to work together.

If you think a child is in immediate danger, call the police on 999. If you receive information on a potential trafficker or you think a child is a victim of trafficking:

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

Honour based violence

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

Indicators

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

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

Female genital Mutilation

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

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

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safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Symptoms of FGM

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

Indications that FGM may have already taken place may include:

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

Forced marriage

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

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Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Indicators of child sexual exploitation may include:

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

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Potential vulnerabilities include:

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

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

Child criminal exploitation: county lines

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

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

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Contextual Safeguarding

Contextual Safeguarding has been developed by Carlene Firmin at the University of Bedfordshire over the past six years to inform policy and practice approaches to safeguarding adolescents. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

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

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

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APPENDIX B Local Authority AND NCASP CONTACTS

Advice Area	Contact
For advice on making a referral or to make a referral for Children's Social Care or Early Help	Children's social care teams ONE CALL 01670 536400 Forms (northumberland.gov.uk)
Allegations against people working with children	Louise Prudhoe (DO) 01670 623979
For generic advice on the operation of child protection/safeguarding procedures	Justine Clephane - 07879874168 Vicky Kinneavy - 07966325300 Carol Leckie - 07584313178
HR advice for schools	SchoolsHR@northumberland.gov.uk
MAPPA – Risk Management re individuals who may pose a risk to children	Neil O'Toole neil.o'toole@northumberland.gov.uk
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker 01670 622734 Or Carol Leckie 01670 622720
MARAC - Multi Agency Risk Assessment Conference	Sarah Wintringham, Principal Education Welfare Officer sarah.wintringham@northumberland.gov.uk OR Emma Wilson, Lead Education Officer Emma.Wilson@northumberland.gov.uk
Attendance, children not in school and elective home education	Sarah Wintringham sarah.wintringham@northumberland.gov.uk
Looked After Children	Tara Prescott, Deputy Virtual School Head Teacher Tara.Prescott@northumberland.gov.uk
Early Help	Emma Walker, Early Help Team Manager Emma.Walker@northumberland.gov.uk
CPVA	Emma Walker, Early Help Team Manager Emma.Walker@northumberland.gov.uk
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker 07752782649 Carol Leckie 07584313178

Date:	Name(s) of child(ren):
Log Number:	
Description of incident:	
How the incident was reported/observed:	
Action: <i>(continue overleaf if necessary)</i>	
Adults who observed incident:	Other children who may be aware of the incident:
Name:	Role:

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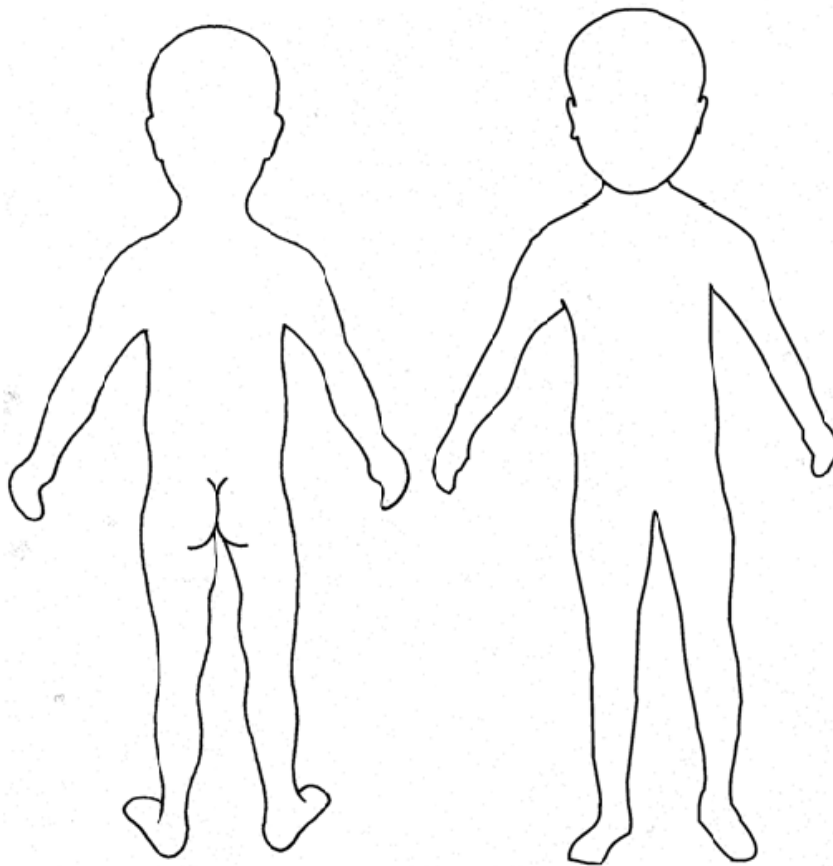


Body Map

Name of child.....DOB.....CP

Officer.....Date & Time Observation.....

Details of Observation



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[illegible]

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CPOMS

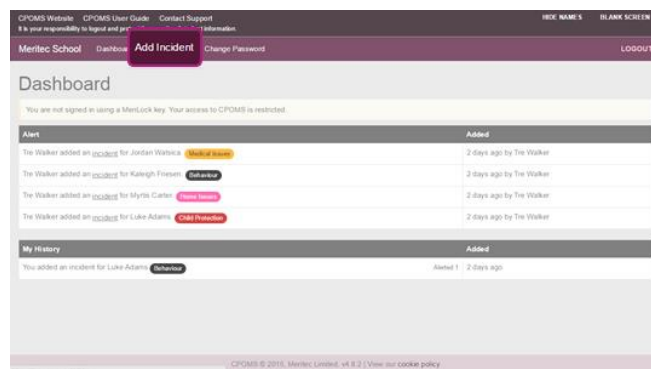
From September 2017 the school has used an electronic Safeguarding System. Should the system fail, staff should continue to use the paper system as outline earlier. Child Protection paper files will continue to be updated.

Staff received instructions on how to log onto the system as part of the annual Safeguarding Refresher training annually and provided with paper hard copied of instructions. Detailed instruction can also be downloaded from the CPOMS system itself (user manuals)

HOW TO LOG A SAFEGUARDING CONCERN USING CPOMS

To add an incident to the system click on the **Add Incident** link at the top of the screen. This will take you to the incident page where you can proceed to fill in all the required information.

To select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey.

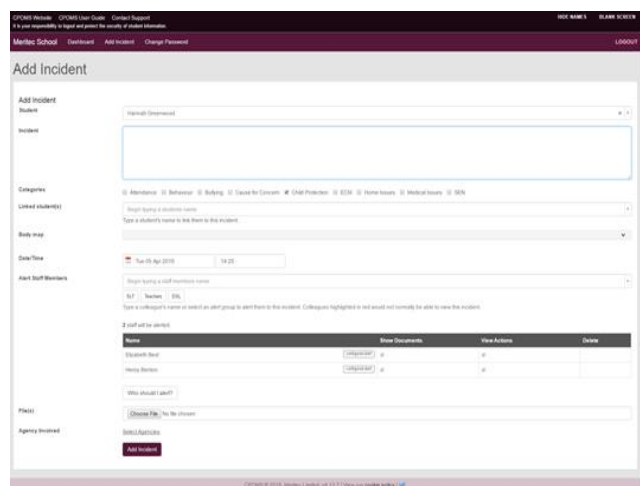


If you have selected the wrong name click the delete button to choose an alternative.

Next fill in the incident box with all of the details about the incident Which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.

After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also select to copy any documents added to the linked student.

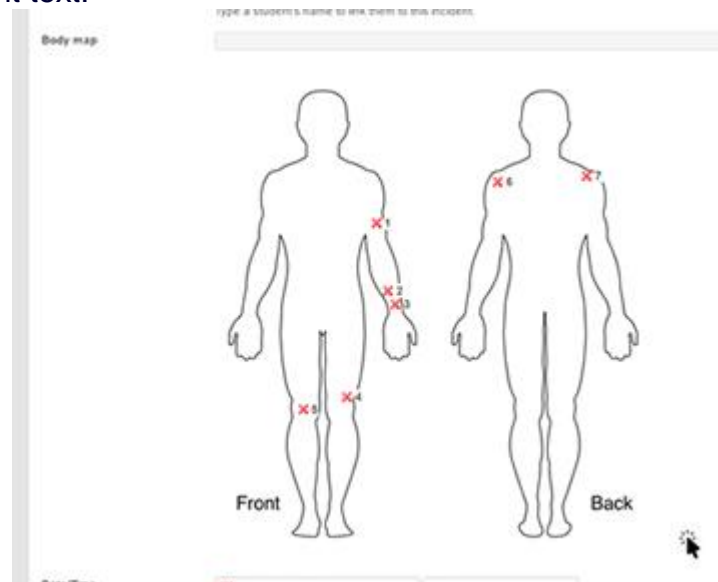


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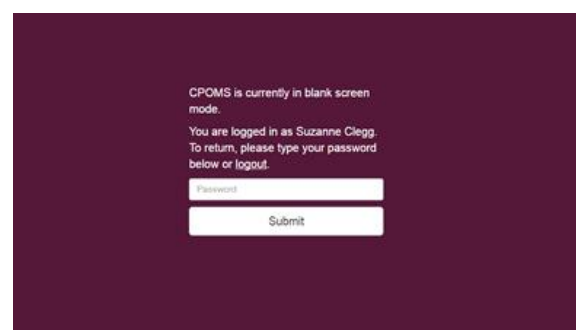
The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.



- Following this you can select a time and date. These will both default to the current time and date you are adding the incident however if you wish to change it to when the incident actually occurred you can do so here.
- Next you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- If you want to upload a document to the incident e.g. social services letter, previous school case notes, meeting minutes etc. you can do so at this point. Select the browse button to find the relevant document on your pc and add as you would an email attachment.
- Lastly, you can add agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all this has been done you can select the 'Add Incident' button and submit. This will then send email alerts to all the selected staff members telling them that they need to log into CPOMS to look at a newly added incident.

Extra Features

The **Blank Screen** mode allows you to quickly exit a screen safely without having to lose where you are. For example if you are in the middle of adding an incident and someone who



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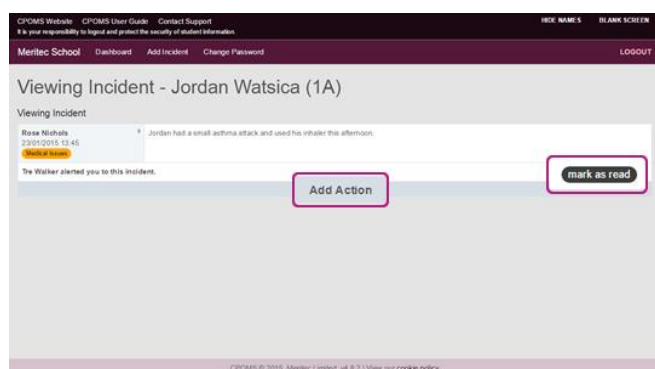
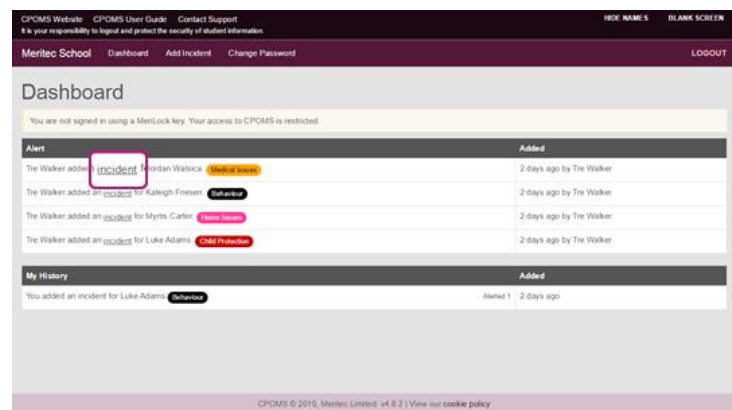


should not have access comes to talk to you, or you are called out of the office, you can select Blank Screen and the system will hide the screen and stop at the same place you were at but asks you to re-enter your password before allowing you to regain access. Blank screen mode should be used in conjunction with locking your PC. It is imperative that you do not allow your PC to save your CPOMS password.

N.B If your school system has a time out period, you will still be logged out, however when you log back in you should be able to resume as normal after entering the password.

Viewing an Incident

- If you have been sent any alerts, you will receive an email to your school email address (or the one which we have been given) to make you aware of the fact that you have been sent an alert by a member of staff in school.
- The email will tell you who has created the alert and which category it comes under but no other information. It will then give you a link to the login page for your CPOMS.
- Once logged into the dashboard you will see your list of alerts. They again will tell you which member of staff has alerted you, which student the alert is for, which category the incident falls under and finally when the incident alert was created.
- If you click on the word incident you will be taken directly to view the incident.
- Once you have read the incident, you can **mark as read** to acknowledge that you have seen the incident and understand the content.
- However** as you do not have key access, once you have marked as read, the alert will disappear from your alerts dashboard and you will not be able to read it again therefore if you are required to add any actions make sure to do this before you select the 'mark as read'.



APPENDIX D – Dealing with disclosures and reporting concerns

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

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Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL or member of team)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

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Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

APPENDIX E - Sexual Violence and Sexual Harassment

In line with the latest guidance the governing body will ensure that the schools has

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

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

RESPONSE TO REPORTS

See also KCSIE Part 5

Definitions

Sexual Violence
Rape
Assault by penetration Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record-keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

REPORT RECEIVED

(from the victim or third-party)
[Onsite, offsite or online]

Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
- parents of victim informed, unless this would put victim at greater risk.

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- any power imbalance
- nature of the alleged incident
- one-off, or part of a pattern of behaviour
- ages of the children
- any ongoing risks to victim or others
- development stage of the child
- other related issues and wider context (eg. CSE)

MANAGE INTERNALLY

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP

Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC))

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

(for details see paragraphs 69 and 70

Sexual/ Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))

RISK ASSESSMENT Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN

(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- Conviction or Caution: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- Not Guilty: Support victim and alleged perpetrator

No Further Action: Support victim and alleged perpetrator

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APPENDIX F - Guidance for staff visiting school and supply staff



SAFEGUARDING FIRST

Your Safeguarding Team

If you have a concern about a child's safety in anyway, please contact one of the members of the Safeguarding Team. If your concern relates to the designated lead, please refer to the Chair of Governors. The school office can provide contact details.



Mrs Irving – Headteacher
Designated Safeguarding Lead



Mrs Morgan – Deputy Head
Deputy Safeguarding Lead



Mrs McGuire – Deputy Head
Deputy Safeguarding Lead



Mrs Hewes – Family Support,
Guidance and Welfare Officer



Mrs Jameson – Designated
Person for Looked After
Children



Mrs Brownrigg – Assistant
Headteacher - Designated
E-Safety lead



Nicki Stephenson –
Safeguarding Governor



Janet Dyson –
Chair of Governors

EVERYONE'S RESPONSIBILITY

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Briefing sheet for temporary and supply staff

For supply staff and those on short contracts in Horton Grange Primary School

While working in *Horton Grange Primary School*, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding leads (DSL), who are Nichola Irving, Amanda Morgan or Sarah McGuire.

This is not an exhaustive list but you may have become concerned as a result of:

observing a physical injury, which you think may have been non-accidental

observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for

observing behaviour that leads you to be concerned about a child or young person

a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

Rather than directly questioning the child, just listen and be supportive

Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish

Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect

Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, on the safeguarding board in the staffroom.

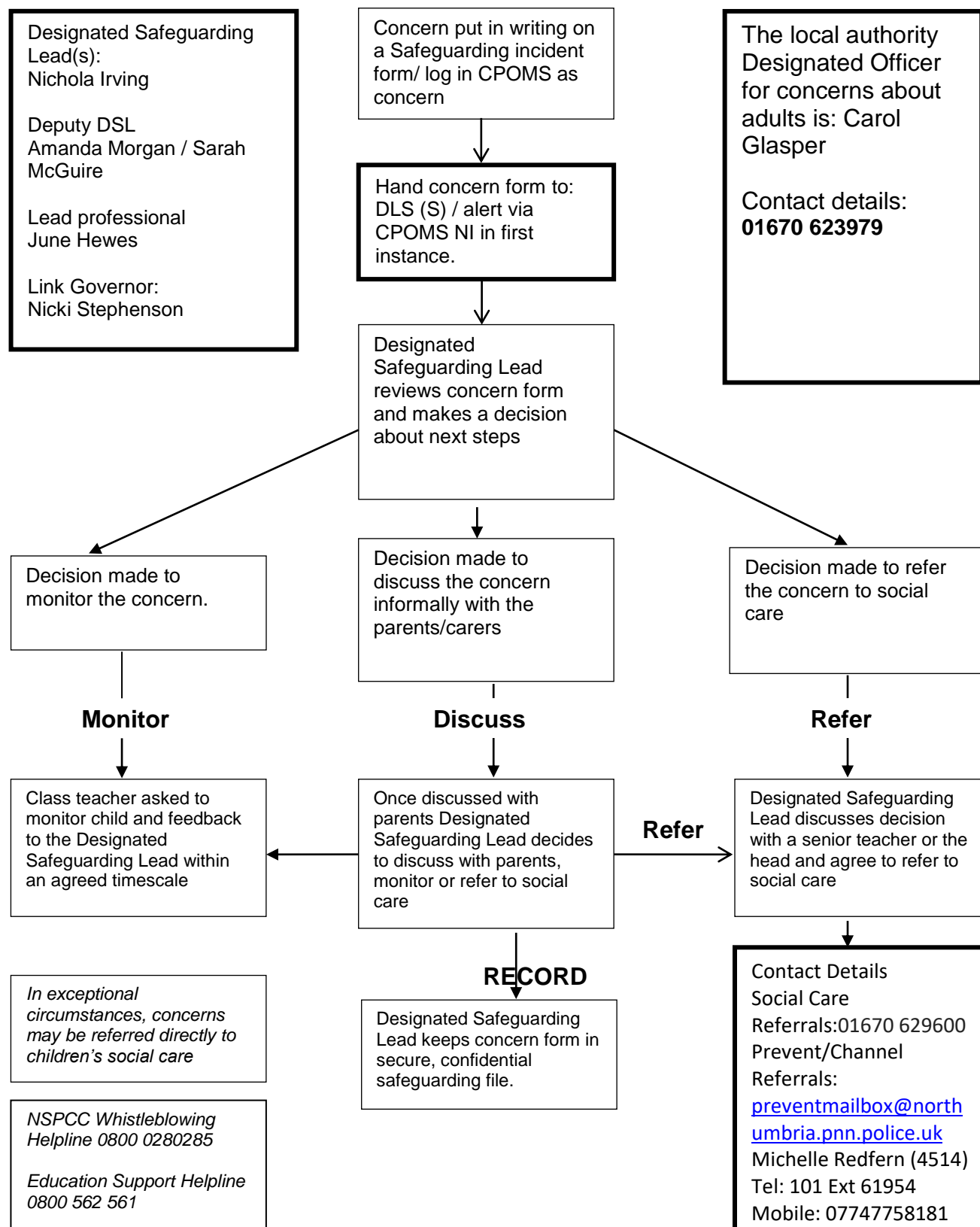
Remember, if you have a concern, discuss it with the DSL.

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APPENDIX G - Flow chart for raising safeguarding concerns about a child



APPENDIX H - Standards for effective child protection practice in schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted Framework and [Ofsted Inspecting Safeguarding Guidance](https://www.ofsted.gov.uk/inspections/inspecting-safeguarding-guidance) and the arrangements of the Northumberland Strategic Safeguarding Partnership <https://www.proceduresonline.com/northumberlandcs/index.html>

In best practice, schools:

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

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particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;

13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance
14. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

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APPENDIX I - Frequently Asked Questions

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

- *Report to the designated safeguarding lead or head teacher. Please remember all reports must be recorded, reporting verbally is not enough*
- *Tell the designated member of staff or headteacher.*
- *If that is not possible, telephone Children's Services (Children's Social Care Locality Team) as quickly as possible. (In an emergency call 999 for the police)*

What are my responsibilities for child protection?

- **To know the name of your designated member of staff for Child Protection** and who to contact if they are not available
- **To respond** appropriately to a child and ensure the child/young person knows you are taking their concerns seriously
- **To respond** appropriately to a child
- **To report** to the Designated Person or directly to Social Care if that is not possible
- **To record** your concerns, using your schools agreed paperwork - 'Don't do nothing'

Can I go to find someone else to listen?

- *No. You should never stop a child who is freely recalling significant events.*

Can I promise to keep a secret?

- *No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person*

Can I ask the child questions?

- *No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.*
- *You **can** ask a child to repeat a statement.*

Do I need to write down what was said?

- **Yes**, as soon as possible, exactly what was said. Use your schools agreed paperwork and make sure you date and sign the record

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APPENDIX J - Dealing with indecent or potentially illegal images of children

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

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

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

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

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

If there are any specific issues arising contact richard.taylor@northumberland.gov.uk in the first instance.

APPENDIX K- Dealing with allegations against people who work with children

What is a Local Authority Designated Officer or LADO?

The role of the LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2015.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

This role applies to paid, unpaid, volunteer, casual, agency and self-employed workers and all adults outside the school workforce. They capture concerns, allegations or offences; this can include concerns about their own personal life, eg incidents of domestic violence or child protection concerns relating to their own family.

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

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

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

The LADO for Northumberland is **Louise Prudhoe**

LADO@northumberland.gov.uk

01670 623979

APPENDIX L – Managing allegations against other pupils

DfE guidance Keeping Children Safe in Education (2023) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

- At Horton Grange we recognise that children are capable of abusing their peers. Child on child abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- **At Horton Grange we believe that abuse is abuse and it will never be tolerated, dismissed or minimised. It will never be passed off as ‘banter’ or ‘part of growing up’.** The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (ChildLine etc.).
- Pupils who have been experienced child on child abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
 - Providing reassurance and continuous support
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
 - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate
- Further information about the schools response to allegations of abuse against pupils can be located in our *behaviour, anti-bullying, online safety policies*

APPENDIX M - School Child Protection Files – a guide to good practice

Child protection file should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference / child protection plan review
- Minutes of child protection conference / child protection plan reviews
- Log of phone calls / contact with parent/carer and professionals
- All Encompass and Endeavour notifications

All safeguarding concerns raised with the DSL (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the designated person (eg talking to child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with a child protection file, securely, separate to the child's main school file.

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

The main school file should have a 'flag' which shows that additional information is held by the DP.

For further information, advice and guidance please visit the web area of the Northumberland County Council website where advice for schools is held

<http://www.northumberland.gov.uk/Children/Safeguarding.aspx#safeguardingchildreninformationforschools>

APPENDIX N - E-safety Social Media Guidance

Northumberland Children's and Adults Safeguarding Partnership Procedures can be found at the following link - E-Safety: Children Exposed to Abuse through the Digital Media (proceduresonline.com)