



## St Wilfrid's Catholic Primary School.

*Inspired by Christ we grow and learn together reaching our fullest potential.*

### Safeguarding and Child Protection Policy

Designated Safeguarding Lead	Mrs Pauline Johnstone	01670 352919
Deputy Designated Safeguarding Lead	Mrs Margaret Dooner	01670 352919
Deputy Designated Safeguarding Lead	Mrs Lisa Franklin	01670 352919
EYFS Safeguarding Lead	Mrs Caroline Carr	01670 352919
Designated Governor for Safeguarding and Child Protection	Mrs Helen Todd	01670354870
E safety lead	Mrs Lisa Franklin	01670 352919
Safer recruitment and Selection	Mrs Pauline Johnstone	01670 352919
Chair of Governors	Fr. P. Quinn	01670 352513
Local Authority Designated Officer(LADO)	Adam Hall	01670 623979
Co-ordinator Of DSL Training	Anne Lambert	01670 623159
MAPPA (risk management of individuals who may pose a risk to children)	Patrick Boyle	01670 624035
Monitoring and QA of schools safeguarding arrangements (including audit)	Jane Walker	01670 622734
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Children's Social Care		01670 629600
Anti Terror Hotline		0800 789321

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## Introduction.

At St Wilfrid's Catholic Primary school we are committed to safeguarding children and young people and we expect everyone who works in our school to share the responsibility to act on any suspicion, information or disclosure that may suggest a child is at risk of harm. **Anyone** can raise a concern with our designated safeguarding leads or can contact Children's Social care directly on 01670 629600.

The welfare and safety of our pupils is of paramount importance and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.

Adults in our school community take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will *always* act in the best interest of the child.

At St Wilfrid's pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

This policy is one of a series in the school safeguarding portfolio

- . Administration of Medicines Policy
- . Anti-Bullying Policy
- . Attendance Policy
- . Behaviour Policy
- . Children Missing from Education Policy and Procedures
- . Complaints procedure
- . Drug and Alcohol Education Policy
- . E-safety Policy
- . Equalities Policy
- . Keeping Records of Child Protection and Welfare Concerns
- . Health and Safety Policy and other linked policies and risk assessments
- . ICT Acceptable Use Policy
- Intimate care
- NCC employee code of conduct
- NCC Safer Recruitment Procedures
- Medical Conditions
- Missing Child Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Pastoral Care Policy
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- SEND
- Staff Handbook
- Whistleblowing

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## Our 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 in which everyone is respected and valued and where children are enabled to talk openly and are confident that they will be listened to and concerns raised will be addressed. We are alert to the signs of child abuse in all forms and follow our procedures to ensure that children receive effective support and protection. We work with parents to build an understanding of the school's responsibilities for safeguarding and child protection, including the need for referral to other agencies in some situations.

This policy applies to all staff, (including temporary or supply staff), coaches, volunteers, visitors, governors, contractors and external service providers.

### Policy Aims;

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice
- To demonstrate the school's commitment to child protection to pupils, parents, prospective employees, partners and the wider community.
- To contribute to the school's safeguarding documentation and procedures.

### Key Terms.

<b>Safeguarding;</b>	refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable children to have the best outcomes.
<b>Child Protection</b>	Refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
<b>Staff</b>	Refers to all of those working for or on behalf of the school.
<b>Child</b>	Includes everyone under the age of 18.
<b>Parent</b>	Refers to birth parents and other adults who are in a parenting role for example step parents, foster carers and adoptive parents.

### The Legal Framework.

In line with the law, this policy defines a child as anyone under the age of 18.

1. Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
2. The Teacher Standards 2012 states that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their duties.
3. The **statutory guidance Keeping Children Safe in Education 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent Schools Standards) Regulations 2014 and the Education (Non Maintained Special Schools) (England) regulations 2011.

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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 or independent including academies and free schools, alternative provision academies and pupil referral units. “School” includes maintained nursery schools “college” mean further education and sixth form colleges as established under the Further and higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

- All staff must read( and sign to confirm this) Part One of this guidance and have all been issued with a copy. A record to confirm this is held by our Office Manager.

**4.The Statutory Guidelines Working Together to Safeguard Children 2015** 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 LSCBs to monitor the effectiveness of local services including safeguarding arrangements in schools.

**5.What to do if you’re worried a child is being abused 2015-** advice for practitioners is non statutory guidance which helps practitioners (everyone who works with children )to identify abuse and neglect and to take appropriate action.

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.**

## Roles and Responsibilities.

### Key Personnel.

Designated Safeguarding Lead (DSL) +Head teacher.	Mrs Pauline Johnstone	01670325919	Pauline.johnstone@northumberland.gov.uk
Deputy DSL	Mrs.Margaret Dooner	01670325919	Margaret.dooner@northumberland.gov.uk
Deputy DSL	Mrs Lisa Franklin	01670325919	Lisa.Franklin@northumberland.gov.uk
EYFS Safeguarding Lead	Mrs Caroline Carr	01670 352919	Caroline.Carr@northumberland.gov.uk
Nominated Child Protection Governor	Mrs Helen Todd	01670354870	
Chair of Governors	Fr. P. Quinn	01670 352513	

### 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, with updates 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 NSCB procedures  
<http://northumberlandlscb.proceduresonline.com/chapters/contents.html>

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- makes staff aware of NSCB training courses (all available through Learning Together <http://ncc.learninopool.com/>) and the latest policies and procedures on safeguarding
- maintains an accurate record of staff induction and training.
- 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 in the CPOMS system.
- Maintain a chronology of significant incidents for all children subject to safeguarding concerns.
- 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 passed 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 is also informed. Where a parent elects to remove their child from school to home educate the school will pass any safeguarding concerns to EOTAS.
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the NSCB
- ensures that all staff have access to and have signed to indicate that they have read and understood the child protection policy and procedures.
- Provide whole school child protection training at least annually and as part of induction for new staff and provide regular updates throughout the year on changes to legislation and relevant learning from local and national serious case reviews.
- Monitor the implementation of and compliance with the policy and procedures including periodic audits of child protection and welfare files.
- Complete an audit of the school's safeguarding arrangements at frequencies specified by the Northumberland LSCB.
- ensure all staff are aware of and can use the appropriate reporting procedures including CPOMS.
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors to update and implement. regarding this
- makes the safeguarding and child protection policy and procedures available publicly, raise awareness among parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.
- liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate
- Provide regular reports to the governing board detailing changes and reviews to policy, training undertaken, numbers of children with child protection plans and other welfare arrangements and other relevant data.
- Keeps a record of staff attendance at child protection training
- Take lead responsibility for any weaknesses identified in child protection arrangements.

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

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

### **The governing body:**

The school has a nominated governor responsible for safeguarding to champion good practice, to liaise with the head teacher and DSL and to provide information and reports to the governing body.

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The case manager for dealing with allegations of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors.

## **The Governing Body;**

Ensures that the school:

- 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 NSCB and national guidance.

An annual audit will be submitted, as required, to the local authority, including an action plan. Any weaknesses will be rectified without delay.

## **The head teacher:**

- ensures that the 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 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
  - liaises with the LADO where an allegation is made against a member of staff

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- 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 a good 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 child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual 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 NSCB 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.

The school's NCC Code of Conduct policy sets out our expectations of staff and is provided to and available to all members of staff who sign to confirm receipt.

## **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.

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

- looked after
- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- 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.

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

### **Children with SEND.**

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

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

At St Wilfrid's we identify pupils who might need more support to be kept safe or to keep themselves safe by

- consultations with parents at regular intervals.
- Effective use of the school family support worker.
- All relevant staff aware of children with additional needs
- Effective reporting systems through CPOMS which alerts DSL's immediately should a need arise.
- Pupil progress meetings half termly which discuss academic and social/pastoral issues.
- Work with a wide range of professionals.

### **Children Missing Education**

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Attendance, absence and exclusions are closely and carefully monitored and we address poor attendance without delay. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. In response to the guidance in Keeping Children Safe in Education (2016) the school has:

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

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

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.. The DfE's guidance on Children Missing Education is available at <https://www.gov.uk/government/publications/children-missing-education>

## **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.

The school will therefore:

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

## **Complaints procedure**

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

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

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

## **Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code, available in the staffroom and 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 head teacher. Complaints about the head teacher/principal 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 action.

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## **Allegations against staff**

When an allegation is made against a member of 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 full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and the school follows NCC guidelines on managing allegations.

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. 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 briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the head teacher (unless the head teacher is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

Supply staff and other visiting staff will be given the school's volunteer, supply staff and students guidance leaflet, 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 (2016)* and the LA Staff Recruitment procedures.

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

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

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

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school

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.

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 (2016) part three.

#### **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 head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

#### **Extended school 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 policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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.

## **e-Safety**

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

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

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

The school's **e-safety policy, available on the school website** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. 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. All staff receive e-safety training and the school's e-safety coordinator is Lisa Franklin.

## **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. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Our E-safety policy is available on the school website and in the staffroom and office.

## **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.

### **Details of the definitions of the 4 types of abuse are included as Appendix 1**

Other key areas where staff may need to take additional advice or action are described below

## **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. All pupils and parents receive a copy of our behaviour policy on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

## **Looked after children**

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

## **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.

## **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and Relationships 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.

[http://northumberlandlscb.proceduresonline.com/chapters/p\\_safeguarding\\_ex.html](http://northumberlandlscb.proceduresonline.com/chapters/p_safeguarding_ex.html)

### **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

[http://northumberlandlscb.proceduresonline.com/chapters/p\\_fem\\_gen\\_mut.html](http://northumberlandlscb.proceduresonline.com/chapters/p_fem_gen_mut.html)

### **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

[http://northumberlandlscb.proceduresonline.com/chapters/p\\_force\\_marr.html](http://northumberlandlscb.proceduresonline.com/chapters/p_force_marr.html)

### **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).

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

See Appendix A for further details

[http://northumberlandlscb.proceduresonline.com/chapters/p\\_safeg\\_viol.html](http://northumberlandlscb.proceduresonline.com/chapters/p_safeg_viol.html)

### **Private fostering arrangements**

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

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

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

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

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

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

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



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.

[http://northumberlandlscb.proceduresonline.com/chapters/p\\_childrn\\_away.html](http://northumberlandlscb.proceduresonline.com/chapters/p_childrn_away.html)

### **Peer on Peer Abuse**

Staff should be aware that safeguarding issues can manifest themselves as *peer on peer abuse*. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as 'banter' or part of growing up. At our school we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm from adults and other children. We recognise that some students will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the schools behaviour policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. This could include physical abuse, emotional abuse, sexual abuse and sexual exploitation. 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, with particular reference being made to NSCB guidance on abuse by children and young people

[http://northumberlandlscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html](http://northumberlandlscb.proceduresonline.com/chapters/p_abuse_child_yp.html)

In cases of 'sexting' we will follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCIS) published in August 2016: 'Sexting in Schools and Colleges, responding to incidents and safeguarding young people

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

### **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.

### **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”.**

When adults in the school have a concern about a child or young person they should:

- Complete an incident form on CPOMS (all classroom staff can log into this with their personal login) or a blue concern form Concern Forms can be found in the staff room and at the first aid stations.
- The DSL should be informed that a concern has been raised by [email alert through CPOMS or by handing a blue form to the DSL or in their absence the deputy DSL.
- 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
- complete a written record and enter the details onto CPOMS as soon as possible.
- 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 pupil notes system to record these early concerns – they may also wish to discuss them with the DSL. 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.

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
- write up their conversation as soon as possible and hand it to the designated person or add to CPOMS.
- seek support if they feel distressed.

### **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, head teacher 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.

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 (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

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

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

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 will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

- The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.
- Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher or DSL.

The Data Protection Act does not prevent school staff from sharing 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, and is available on the school website.

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

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

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

This policy was ratified on .....and will be reviewed on .....

.....

Signed by the

Head teacher and Chair of Governors



## APPENDIX A

### 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;
  - 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.

**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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;

- Children who display inappropriate sexualised behaviours.
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

### **Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

### **Boyfriend/Girlfriend:**

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

### **Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

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

### **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. 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.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **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.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

### **Risk factors for FGM include:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

### **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.

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 a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.

December 2016

Review Date; December 2017.

- 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

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

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

## **Forced marriage**

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

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

## **Recognising Extremism**

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

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

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

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

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

### **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

## **APPENDIX B Local Authority AND LSCB CONTACTS Advice Area**

Discussion about a CP or child welfare referral and advice on the operation of CP/Safeguarding Procedures , how to refer and where

The following link will provide a map to show the locality office boundaries

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Safeguarding/Social-Care-Team-Boundaries-2016-w-Key.png>

Allegations against people working with children

Queries in relation to the model CP policy for schools or related guidance

HR advice for schools

Co-ordination of Training Requirements for Designated staff (CP)

MAPPA – Risk Management re individuals who may pose a risk to children

Monitoring/Quality Assurance re operation of schools safeguarding arrangements

## **Contact**

### **Children's social care teams**

Central Locality Ashington - 01670 536000

North Locality Alnwick and Berwick - 01670 629400

South East Locality Blyth and Cramlington - 01670 629600

West Locality Hexham - 01434 611499

Disabled Children Team - 01670 516131

16+ Team - 01670 852225

Adam Hall (LADO) 01670 623979

Carol Leckie 01670 622720

Wendy Stewart 01670 623126

Anne Lambert 01670 623159

Patrick Boyle 01670 624035

Jane Walker 01670 622734

Or Carol Leckie 01670 622720











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