

Safeguarding and Child Protection Policy at Hadrian School

November 2025

1. Introduction

Hadrian School provides a safe, happy, caring and stimulating environment where children can learn in a secure, nurturing setting. Hadrian School is a key front-line player, working in partnership with Parent/Carers, and children's services. Staff should always be mindful of local policies and procedures which are under the direction of the Newcastle Local Safeguarding Partnership. This policy needs to be read in conjunction with the latest DfE advice in 'Keeping Children Safe in Education September 2025'. (KCSIE)

Everyone employed at Hadrian School has a responsibility in relation to the health and safety and the wellbeing of our pupils and to Safeguarding and Child Protection. In most cases this will be the referral of concerns to his/her line manager, i.e. Class Teacher. In our day-to-day contact with children, we have opportunities to note concerns and to meet the Parents/Carers and other associated adults, where this is appropriate to gain an insight into any signs and symptoms and to seek an explanation for concerns. This Policy applies to all adults, including volunteers and students on placement, working in or on behalf of Hadrian School. The Teacher Standards 2011 (with Dec 21 updates) states that Teachers, including Head Teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

This Policy aims to outline our roles, responsibilities and the procedures that staff should follow on issues related to safeguarding and child protection generally, to ensure that all our pupils are kept safe, well cared for and able to focus on learning and attainment. It is not exhaustive. All staff should use as a rule of thumb the needs and safety of the child as being at the centre of any action they may need to take following the 'notice, check, share' methodology.

There are a number of paragraphs in the KCSIE relating to the role of Governors, which states, 'Governing Bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding.' This means that Governors must know how they ensure safeguarding is effective and know what good practice would look like. 'Governors and proprietors should ensure ... that safeguarding training for staff...is integrated, aligned and considered as part of the whole school safeguarding approach.'

We recognise that some pupils *may* be especially vulnerable to abuse. The latest guidance also talks about peer-on-peer abuse. Research evidence suggests that disabled children are more vulnerable to abuse than non-disabled children. A large scale American Study concluded that 31% of disabled children had been abused,

compared to a prevalence rate of 9% among the non-disabled population. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.

Whilst at school their behaviour may be challenging, and we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our children.

2. Aims

- To provide help & support to meet the needs of the children as soon as problems emerge
- To create an environment which supports and encourages our children's communication and values and respects their views
- To support an ethos where pupils and staff can talk freely about concerns, in the knowledge that they will be listened to, and appropriate action will be taken
- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- To ensure that all victims are taken seriously and never be made to feel like they are creating a problem for reporting abuse
- To raise awareness of the links to other related policies and guidance, in particular anti-bullying, racism, e-safety, prevent, radicalisation, extended services, educational visits and residential, first aid and meeting the needs of pupils with medical conditions
- To provide a systematic means of monitoring, recording and reporting of concerns and cases
- To provide guidance and support to staff on recognising and reporting suspected child abuse, including peer on peer abuse
- To ensure that an accurate Single Central Record is maintained in accordance with ISA guidance and the Vetting and Barring Scheme
- To ensure that school complies with safer recruitment guidelines
- To ensure that all new staff are appropriately inducted and informed about school policies and procedures through the Staff Handbook and induction procedures
- To provide an environment in which children feel safe, secure and valued, and feel confident and know how to approach adults if they are in difficulty
- To provide an environment in which families feel safe, secure and valued and know how to approach adults if they are in difficulty
- To provide a curriculum that raises our pupil's awareness and equips them with the necessary concepts and skills to keep themselves safe
- To work in partnership and communicate effectively with external agencies, governors, parents/carers
- To provide guidelines on intimate care procedures, use of touch within Hadrian School.

3. Responsibilities and Training

3.1 Head Teacher/Designated Safeguarding Lead (DSL)

'The role of the DSL carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and appropriate supervision support they need to carry out the role effectively.' (KCSIE 2025)

The DSL needs to 'promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children and young people in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school'.

Christopher Rollings is the DSL for Child Protection. In his absence the Deputy Head Teacher Alex Rayner, the Business Manager David Palmer or Senior Teachers John Mosley and Loveday Fisk, and Middle Leader Ellen Jankowski should be contacted for advice and support. Together with our Chair of Governors Marian Stokle this team of colleagues have been trained to undertake the role of DSL in relation to safeguarding and will update their training every year. Alex Rayner oversees KS2, John Mosley KS1.

The DSL is responsible for:

- Ensuring that the school knows who its cohort of children who currently need a Social Worker are, understanding their academic progress and attainment, and maintaining a culture of high expectations for this cohort
- Support Teaching staff to feel confident to provide additional support or reasonable adjustments to help children who need, or have a Social Worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- Being fully conversant with the Newcastle Local Safeguarding Partnership Child Protection procedures for schools and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to Safeguarding and Child Protection.
- Co-ordinating action within School and liaising with Social Care, Initial Response Service, LADO and other agencies over cases of abuse and suspected abuse
- Acting as a source of advice within School
- Ensuring that staff are familiar with the Policy, procedures and referral process
- Referral of individual cases of suspected abuse in accordance with the NLSP Guidelines
- Liaising with agencies about individual cases, attending reviews, report writing
- Ensuring that all records are up to date and complete, robust, safely stored and information appropriately transferred
- Organising/facilitating training on Safeguarding/Child Protection within School
- Ensuring that we adhere to NLSP guidance

- Notifying Children's Services if there is an unexplained absence of a pupil on the Child Protection register of more than two days or if school should have to exclude a pupil on the Child Protection Register.

Where verbal referrals are made to Social Care, the referral should be confirmed in writing within 24 hours.

Where there is uncertainty about making a full referral, advice can still be sought from the Newcastle Social Care Department without giving the child's details.

The DSL undertakes basic child protection training and training in inter-agency working and refresher training at annual intervals.

All other school staff undertake appropriate induction training to equip them to carry out their responsibilities for safeguarding/child protection effectively and receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff new to school will be informed of the school's policies and procedures in relation to Safeguarding/Child Protection on induction within the first week of employment.

Posters are displayed in classrooms and communal areas informing all staff and visitors who the DSL and team members are.

3.2 Business and Extended Services Manager

David Palmer in partnership with the Head Teacher and Leadership Team is responsible for:

- Maintaining an accurate and up to date Single Central Record (SCR)
- Maintaining up to date records of Safeguarding Training and Safer Recruitment Training for all staff and Governors, as appropriate
- Working in partnership with Employee Admin Services to ensure the smooth transfer of information and authentication of DBS documentation for staff and volunteers
- Ensuring appropriate Risk Assessments for Volunteers/Students are conducted prior to any offer of placements
- Ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further checks as appropriate if the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post
- Checking relevant offences from DBS checks
- Checking Children's Barred List
- Asking if they have had a child placed under a care order
- Asking if childcare registration has ever been cancelled or refused

- Offering advice and support to the Leadership Team on student/volunteer placements
- Ensuring emergency medicines are in date and stored correctly.

3.3 Disqualification by association

As a school, we provide out of hours provision for pupils under 8 years of age. We have a wide range of staff working with this age group of pupils from across the school. We acknowledge the new Disqualification by Association guidance which came into effect on the 3rd September 2018 and will no longer ask staff about cautions or convictions of someone living or working in their household.

3.4 Designated Teacher for Looked After and Previously Looked After Children, Children in Care (PLA & CiC)

Alex Rayner (Deputy Head) and Marian Stokle (Governor) are responsible for:

- Promoting high aspirations and expectations for PLA & CiC
- Monitoring the educational achievement of PLA & CiC
- Maintaining an up-to-date record of all PLA & CiC children
- Attending training updates
- In partnership with the LA, to ensure that all Care Plans, Health Plans and Personal Education Plans (PEPS) are completed and are up to date
- Liaising with Children's Services to ensure that CiC access extended services
- Ensuring that CiC statutory obligations in relation to confidentiality and data protection are adhered to
- To work with colleagues from other services to ensure the effective and efficient use of time for joint meetings and joint working
- Produce an annual report on the progress and achievement of PLA & CiC for the Governing Body.

4. Safeguarding Responsibilities

The health, safety and protection of our children are paramount, and all staff must adhere to school Health and Safety Policies and Protocols. It is the responsibility of all staff to ensure that they are fully aware and compliant with advice and guidance on safeguarding issues which include the following:

- CPOMS guidance
- E safety guidelines
- Health and Safety
- Safeguarding Audit Tool
- Staff Code of Conduct
- Low Level Concerns Policy
- Intimate Care and Guidance
- Whistle Blowing Policy

- Physical Intervention guidance (Relationship Support/Thrive Policy)
- Meeting the needs of pupils with medical conditions
- Provision of appropriate First Aid
- Drug and Substance misuse
- Educational Visits and Residential
- Extended Services
- School Site Security
- Fire Drill, emergency evacuation procedures
- Prevent and Radicalisation
- Female Genital Mutilation, Breast ironing
- Single Equality Plan
- Children Missing from Education
- Best Practice for PE changing
- Lone Working Policy
- Peer to Peer Abuse
- County Lines
- Modern Slavery.

5. Guidance on recognising suspected child abuse and exploitation

Child abuse is a term used to describe ways in which children are harmed by someone, often in a position of power. It may not be our responsibility to decide whether child abuse is occurring, but we are required to act on any concerns and report it to the appropriate party. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Abuse, neglect and exploitation can take place wholly online, or technology may be used to facilitate offline abuse. If a member of staff discovers honour-based abuse (HBA) or that an act of Female Genital Mutilation appears to have been carried out then this must be reported to the police. FGM is illegal in the UK. In England, Wales and Northern Ireland, civil and criminal legislation on FGM is contained in the Female Genital Mutilation Act 2003 (the act). In Scotland, FGM legislation is contained in the Prohibition of Female Genital Mutilation (Scotland) Act 2005. The Female Genital Mutilation Act 2003 was amended by sections 70-75 of the Serious Crime Act 2015.

Child on child abuse can happen both inside and outside of school, online and face to face. Child on child abuse will not be tolerated, and Hadrian adopts a zero tolerance approach and will challenge and stop any inappropriate behaviour between children.

The new KCSiE also refers to peer on peer abuse and refers to sexual violence and sexual harassment between children in school. The UKCIS guidance also includes new information on the showing of nude or semi-nude images which has replaced their sexting advice.

5.1 Physical Abuse

This can include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or causing any form of physical harm to a child.

Possible signs include:

- Unexplained injuries or burns
- Refusal to discuss injuries
- Improbable explanations of injuries
- Untreated injuries or lingering illness
- Admission of punishment which appears excessive □ Shrinking from physical contact
- Fear of returning home or parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour
- Running away
- Significant changes in behaviour
- Deterioration in work
- Unexplained pattern of absence.

5.2 Emotional Abuse

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development.

It can include:

- Conveying to a child that they are worthless or unloved
- Placing inappropriate age-related expectations on children
- Making children feel frightened or in danger on a frequent basis
- Children facing housing issues, such as frequent moves and homelessness
- Those living in families with chaotic lifestyles
- Asylum seekers/refugees
- Children living in households with domestic abuse

Possible signs of emotional abuse include:

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' Behaviour – obsessive rocking, thumb sucking
- Air of detachment 'don't care' attitude
- Social isolation

- Attention-seeking behaviour
- Eating problems
- Depression, withdrawal
- Children living without adequate parenting/supervision which could lead to abuse, risk-related behaviour and exploitation

5.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities, such as involving children looking at or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or allowing children access to 18+ materials.

Possible signs include:

- Bruises, scratches, burns or bite marks
- Scratches, abrasions or persistent infection in the anal or genital regions
- Pregnancy
- Sexual awareness in appropriate to the child's age
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Upskirting
- Withdrawal from friends.

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.

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

- Children who appear with unexplained gifts or new possessions
- Children who suffer from sexually transmitted infections
- Children who suffer from changes in emotional wellbeing
- Children who regularly miss school.

5.4 Neglect

Neglect is also a form of abuse. It is the persistent failure to meet a child's basic physical and/or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

Possible signs include:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Frequent head lice.

5.5 Bullying, Harassment and Discrimination

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves.

The three main types of bullying are:

- Physical
- Verbal
- Emotional

And can be related to gender, race and disability.

All incidents of bullying, racism and discrimination should be dealt with by the Class Teacher in the first instance, followed by the Head Teacher or member of the Leadership Team as appropriate. A more detailed guide can be found in the School's Single Equality Plan. Any repeated racist incidents or a single serious racist incident may lead to formal consideration under the LA Safeguarding Children and Young People.

5.6 Self Harm

If it comes to the attention of a Teacher/member of staff that a child is self-harming, they should alert the DSL.

Actions by the DSL might include:

- Contacting Parents/Carers
- Contacting Children and Young Peoples Services (Child Adolescent Mental Health Service)
- Contacting Clinical Psychology
- Contacting Educational Psychology
- Contacting Social Care if the child meets the referral criteria.

6. Guidance on dealing with suspected child abuse

All staff should refer concerns to the DSL as soon as possible. In the meantime, they should:

- Listen to the pupil, keeping calm and offering reassurance, take what they say seriously
- Observe bruises but should not ask a child to remove or adjust their clothing to view them
- If a disclosure is made the child should lead the discussion. Do not press for details by asking leading questions “what did they do next?”
- Listen – don’t investigate using questions such as “is there anything else you’d like to tell me?”
- Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them
- Don’t lay blame or criticise either the child or the perpetrator
- **Don’t promise confidentiality** – explain that they have done the right thing and who you will need to tell and why
- You might consider using phrases such as ‘you’ve done the right thing’ or you’re not to blame’ or ‘I understand’
- Explain what will happen next and who you will need to talk to
- Make brief notes at the time and write them up afterwards on CPOMS – keep both sets just in case
- Use diagrams to record the position of any bruising or marks on a body map
- Do not photograph or video the child unless directed to do so by a member of the Designated Safeguarding Lead Team, following parental consent □ Be objective in your recording
- Do not photocopy your notes.

After the disclosure, appropriate support should be given to both the child and the member of staff receiving and dealing with the disclosure. Appropriate conversations will take place with the parents/carers before a decision is made to escalate the concern. We may put individual risk assessments in place, ensure individual pupils are always supervised, separate pupils where necessary, and record all incidents and near misses on CPOMS.

7. Prevent and Radicalisation

We as a school have a duty to have due regard to preventing people from being drawn in to terrorism. We are required to assess the risk of children being drawn into terrorism and how to identify children at risk of radicalisation. As part of our responsibilities we will ensure that all staff undertakes Prevent awareness training. As part of Hadrian School’s ongoing safeguarding and child protection duties, we are supportive of the government’s PREVENT strategy. From July 1st, 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism.” This duty is known as the ‘PREVENT Duty for Schools’. At Hadrian School, we build pupils’ resilience to radicalisation by promoting fundamental British Values and enabling our pupils and staff to challenge extremist views.

The statutory guidance (2023) refers to the importance of PREVENT awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). All our staff and Governors receive training on what Prevent is about and how to deal with any issues they may see inside or outside school. Senior Leaders will also complete training on Preventing Violent Extremism (PVE). We as a school deplore any form of extremism irrespective of whatever ideology is driving it.

8. Procedures for recording, reporting and monitoring

At the time of the incident - Brief notes at the time or immediately after will help the Teacher to complete the **CPOMS notification**.

You should note:

- Date and time of disclosure/incidents observed
- Place and context of disclosure or concern
- Facts you need to report. (not opinions)

When you can, complete the CPOMS - The DSL Team should be copied into all CPOMS notifications. If for any reason you have no access to an electronic system detailed notes should be made on a Safety and Welfare Concern Form. All support staff should pass on information immediately to their Class Teacher or, in their absence, to a member of the DSL Team.

In the case of there being bruises or observed injuries staff should complete a **Body Map** which is available from the DSL/Class Safeguarding Files and stored and filed on completion in the Head's Office. Under no circumstances should staff take photographs of any child's bruises or injuries.

Remember to keep information factual and not make assumptions or interpretations. Use the child's language to quote rather than translating into your own terms. Be aware that all data recorded on CPOMS may be used at a later date to support a referral to an external agency. All staff access bi-annual training in Safeguarding record keeping ensuring concise, factual information is gathered and passed on.

Designated Safeguarding Lead (DSL) will:

- Follow-up the referral using CPOMS or the Safety and Welfare Concern Form as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral

- Where a child is referred to Children's Social Care a referral form should be completed and sent within 24 hours to the Initial Response Service (IRS). As a consequence of this referral the IRS may liaise with the Multi-agency Safeguarding Hub (MASH).

Recorded information from Children's Social Care meetings and other reports are uploaded to CPOMS by the Admin Team and hard copies stored in separate files securely locked in the Head Teacher's Office. Any documents for inclusion in this folder should be given directly to one of the DSL or, in their absence to a member of the Admin Team.

All staff will be able to access Safeguarding Policy/Procedural Information on the school 'Common Drive' and the Library Section on the CPOMS system.

9. Procedures for making allegations against staff in relation to suspected child abuse

This is an extremely difficult and sensitive area to address. All allegations should be dealt with according to guidance set out by the NSCB.

Allegations or concerns against any member of staff should be brought to the immediate attention of the Head Teacher. Any concerns regarding the Head Teacher should be brought to the immediate attention of Mrs Marian Stokle Chair of Governors.

The LA Child Protection Designated Officer (LADO) should be contacted immediately with any concern, by the DSL.

We note the new 'harm test' in part four where a member of staff has 'behaved or may have behaved in a way that indicates they may not be suitable to work with children'. This takes into account situations where a person's behaviour outside of school may suggest 'transferrable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on the suitability to work with children.

Whistle Blowing is the mechanism by which members of staff can voice their concerns about colleagues, without fear of repercuSSION. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

10. The Role of Governors

The Governors role is to ensure the school has arrangements in place to safeguard and promote the welfare of children and staff and have regard to any guidance issued by the DfE when drawing up these arrangements. Our nominated Child Protection Governors are Mrs. Marian Stokle and Chris Rollings.

- The school has a Safeguarding/Child Protection Policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-

agency procedures, and the policy is made available to parents on the school website

- The school operates Safer Recruitment Procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training
- The school follows the updates advice in Section Three Safer Recruitment in relation to the processes to follow for the advert, application forms, shortlisting, employment history, references and selection. It also follows the advice on overseas checks for individuals who have lived or worked abroad for more than three months during their adult life.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures
- The school has appropriate arrangements in place when the school facilities are hired out
- Senior members of the school's Leadership Team are designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies
- Staff including the Head Teacher undertake appropriate child protection training which is updated annually
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- The Chair of Governors is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head Teacher
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- Ensure Parents/Carers are made aware of the Safeguarding and Child Protection Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later
- Where a child leaves the establishment, ensure the Child Protection File is transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Support for Children Missing from Education (CME)
- The Safeguarding Team meet on a termly basis to review practices and procedures and to audit the CPOMS process.

Where the Parents/Carers inform school that they wish to 'home educate' their child, the Local Authority endeavours to undertake a home visit to discuss this with the Parents/Carers.

11. Inter-Agency Liaison

11.1 Social Care Meetings

At times school staff can be called to participate in meetings organised and chaired by Social Care.

These might be:

- Strategy discussions
- Child Protection Conferences
- The Child Protection Review Conference
- Family group conferences – for Child in Need, in a range of circumstances where a plan is required for the child's future welfare
- Professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core Group Meetings – meetings in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews □ Early Help Meetings
- CiC meetings.

At these meetings, representatives from the School should be ready to report providing information about:

- Attendance and punctuality
- Academic achievement
- The child's behaviour, emotional wellbeing and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting.

Prior to the meeting, Class Teachers and other adults working closely with the child should be asked for their comments. Following the meeting, feedback should be given and staff brought up to date with any actions that are needed and a record placed onto CPOMS and any relevant minutes scanned and uploaded onto CPOMS.

11.2 The Child Protection Register

Children subject to a Child Protection Plan will require additional support and monitoring. The Social Care Department will inform a school receiving a child on the register and accompanying records should follow from the child's previous school.

11.3 Confidentiality

Where children are on the Child Protection Register and leave Hadrian School for another, the DSL must inform the receiving school and the key worker at the Social Care Department. If the child leaves school with no receiving school, details should be passed on to the CME Coordinator.

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that that will be for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved listen sympathetically and non-judgementally.

Staff should be careful and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold. Information sharing does not contravene the new GDPR regulations (2018) but staff must be aware of protecting confidential information and not using full names or addresses in emails and reports.

Members of staff, other than the DSL and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for the child on the child protection register is kept separately in the Head Teacher's Office.

Discretion should be used when talking about personal and changing circumstances of children, e.g. when a child goes into care. Care is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

12. Supporting Children at Risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

12.1 Support in School – Pastoral Care

All Class Teachers in conjunction with other school staff are responsible for the pastoral needs of the children in their care. This includes maintaining opportunities for children to share their concerns and following the guidance in this document. Our curriculum includes the Thrive approach, 'circle time' during which children may be presented with issues included in our PSHE guidance and SEMH outcomes from their

EHCP's and PLP's. In addition, circle time can be used to raise issues spontaneously that are particularly relevant to the class at that time.

Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns. The PSHE co-ordinator has available a variety of resources to support circle time and the discussion of a range of issues including feelings, dealing with loss and bereavement.

Children will also be taught about safeguarding online where appropriate to their developmental needs.

12.2 Support in School – The Curriculum

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both Parents/Carers should be avoided both in discussion and the presentation of materials. During health and safety discussion and relationship and sex education, staff should be alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

12.3 Children Missing from Education (CME)

School follows the Newcastle LA procedures 'Children who may be missing/lost from education' with a first day response. Where children on roll at school do not turn up and normal enquiries have not led to a satisfactory answer then the case is referred to the LA. (Contact Ian Dawson on 0191 2774500). If the allocated worker fails to locate the child/family they will inform the Children Missing Education Team who will advise Hadrian that they can take the child off roll, normally after being missing for 4 weeks.

13. Physical Contact with Pupils

Some form of physical contact with pupils by staff is not only inevitable but at times therapeutic. In some cases, it is necessary for reassurance, to support relationships, to meet personal hygiene needs, to communicate with the child. However, all staff should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body. For further information please refer to our school policy on the Use of Touch.

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention an update should be recorded on CPOMS.

14. Best Practice for PE Changing and swimming

We adopt guidance from the NSPCC which states that all adults must change or shower privately; never in the same space as children. Where possible, use designated single sex changing rooms or areas. We will make adequate and sensitive arrangements for changing which take into account the needs of pupils from different religions, beliefs and cultural backgrounds or gender identity.

15. Working with Parents/Carers

We adopt a consistent approach to working with Parents/Carers. Parents' and the child's need for privacy will always be respected. Attitudes to and contact with Parents/Carers should be non-judgemental in order to obtain and maintain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

We are committed to working with Parents/Carers positively, openly and honestly. We ensure that all Parents/Carers are treated with respect, dignity and courtesy. We make our Parents/Carers aware of our school policies through our School Information Brochure, web site, coffee mornings, text messaging service, Hadrian Herald and regular newsletters.

It should be recognised that families from different backgrounds and cultures will have different approaches to parenting. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in this document. We do have access to support for parents, where it is felt that this would be useful.

This includes:

- Home/school liaison
- Interpretation services
- Parent Partnerships
- Confident Parenting Workshops
- Counselling support
- Education Psychology
- Clinical Psychology
- Pass it on Parents
- Coffee, cake and chat
- Skills for People.

16. Review and monitoring of the Policy

This policy will be reviewed on an annual basis or earlier if legislation should change in liaison with the Child Protection Governor and Staffing Committee. A 'Safeguarding Annual Audit' is completed each Autumn Term and returned to the LA Safeguarding

Advisor. This audit will assess our safeguarding practice, identify any gaps in provision, inform key people within school (including the Governing Body) of our practice, assemble safeguarding evidence for inspection and report to the Local Authority.

17. Further and related information

More detailed information is available in the NSCB Procedures located in the Head Teacher's Office including procedures for managing allegations of abuse made against staff.

- Teacher Standards
- Staff Code of Conduct
- Complaints Policy
- Relationship Support/Thrive Policy (including anti-bullying)
- Health and Safety Policy
- Whistle Blowing Policy
- Educational Visits Policy (including guidance on residential)
- Single Equality Plan
- E-Safety Policy
- Relationships and Sex Education Policy
- SEND Policy
- Corvid 19 Policy
- Incident Management Plan
- Site Security
- Appropriate physical contact/Touch Policy
- Grievance and disciplinary
- Managing Allegations
- Safer Recruitment Policy (Recruitment, Baring and Vetting Policy)
- Intimate Care Policy
- Missing Children
- Looked After & Previously Looked After Children
- Best Practice for PE Changing (NSPCC)
- Lone Working Policy
- Physical Intervention and the use of reasonable force
- Safeguarding Briefing File (Admin) □ Data Protection Act & GDPR
- Freedom of Information Act.

Childline 08001111

NSPCC helpline 08088005000

NSPCC whistleblowing helpline 08000280285

Anti-terrorist hotline 0800789321

Hadrian School has regard to 'Information Sharing: Practitioner's Guide' HM Government 2006 www.ecm.gov.uk/deliveringservices/informationsharing

Hadrian School also has regard to Ian Clennell as our Safeguarding Advisor and staff can access relevant information via this website:

www.clennelleducationsolutions.co.uk

LA Contact Officers:-

Local Authority Designated Officer (LADO) Melanie Scott 0191 2774636
melanie.scott@newcastle.gov.uk

Advisor for Wellbeing and Safeguarding to Schools Alyson Barrett 0191 2774465
alyson.barrett@newcastle.gov.uk

Education HR Team 0191 2328520

Children Missing Education, Ian Dawson 0191 2774500
ian.dawson@newcastle.gov.uk or accessandinclusion@newcastle.gov.uk

Head Teacher Virtual School for CiC, Karl Harms 0191 277 3616
karl.harms@newcastle.gov.uk

Newcastle Safeguarding Children Partnership, Mark Quinn,
mark.quinn@newcastle.gov.uk 0191 211 6748

MASH Education Team Leigh McDongal/Lisa Stockdale 0191 2115845

Early Help Team 0191 2115805

Newcastle Safeguarding Children's Board:-

Initial Response Service	0191 2788500
Long Term CSC Service	0191 2115845
Children with Disabilities Team	0191 2774700
Early Help Team	0191 2115805
Assessment and Monitoring Team	0191 2955535
Looked After Team	0191 2863311
Designated Doctor	0191 2824753
Emergency Duty Team (Out of Hours)	0191 2787878
NSPCC Helpline	0808 800 5000
Children and Young People Services (Previously CAMHS)	0191 2466913

Police Child Abuse Investigation Team at Etal Lane Police Station 0191 2146555

Information and Support

Safer Recruitment Guidance 2022

Disability Discrimination Act 2005

OfSTED Safeguarding policy and Procedures OfSTED 2021

The Government's Response to Lord Laming: One Year On 2010 HM Government
Safeguarding disabled children DfE 2009

Working together to safeguard children; A guide to multi-agency working to safeguard and promote the welfare of children 2023 HM Government

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

What to do if you are worried a child is being abused – advice for practitioners

Keeping children safe in education DfE 2021

The Wood Report 2016

When to call the police NPCC 2020 www.npcc.police.uk/documents

Safeguarding children and young people within faith settings. Resources include films and case studies from the 6 main faiths practiced in the UK. www.nspcc.org.uk

Pokemon Go: a parent's guide. NSPCC have released a guide for parents to keep children safe whilst playing on the Pokemon Go app.

www.nspcc.org.uk/preventingabuse

'Safeguarding children from sexual violence, child sexual exploitation and harmful practices' can be found on the website of the National FGM Centre here:

<http://nationalfgmcentre.org.uk/harmful-practices/mps-guidance-for-schools-andcolleges/>

The DBS Update Service status check page is

here: <https://secure.crbonline.gov.uk/crsc/check?execution=e1s1>

The National Children's Bureau NCB Website can be found here:
<http://www.ncb.org.uk/>

You can download 'Top tips for working with families affected by domestic abuse'

here: https://www.frg.org.uk/images/stories/190704_Keeping_Safe_leaflet_for_children_and_family_social_workers.pdf

Keeping children safe online;

www.thinkuknow.co.uk www.disrespectnobody.co.uk

www.safeinternet.org.uk

www.pshe-association.org.uk

NCA-CEOP

Whistle Blowing;

The NSPCC whistleblowing helpline is available from 8:00am to 8:00pm Monday to Friday on 0800 028 0285 or email help@nspcc.org.uk

Operation Encompass ensures that by 10:00am on the next day the school will be informed that a child or young person has been involved in a domestic abuse incident. Operation Encompass is an initiative led by Northumbria Police, launched on 1st October 2015. It is a process by which Key Adults (Safeguarding Leads) in schools,

academies and nurseries are informed that a child/young person may have been affected by domestic abuse within 24 hours of the event taking place.

How will it help? The sharing of information between police and schools will allow early intervention support by Key Adults in schools and will assist the child to remain in school to continue learning in a safe and secure environment. What will we do?

At Hadrian School, we will ensure that we will:

- Participate fully in Operation Encompass;
- Identify Key Adults; - Chris Rollings and David Palmer
- Complete the Log Sheet; and
- Complete the summary sheet for statistical and auditing purposes.
- We follow-up on any actions as directed by Operation Encompass and check on the welfare of pupils in school.

Modern Slavery Statement and County Lines Statement

Modern Slavery

Modern slavery is a heinous crime and a morally reprehensible act that deprives a person's liberty and dignity for another person's gain. It is a real problem for millions of people around the world, including many in developed countries, who are being kept and exploited in various forms of slavery. Every organisation is at risk of being involved in this crime through its own operations and its supply chain.

At Hadrian School, we have a zero-tolerance approach to modern slavery and are fully committed to preventing slavery and human trafficking in our operation and any supply chain that is attached to the service. We have taken concrete steps to tackle modern slavery, as outlined in this statement. This statement sets out the actions that we have taken to understand all potential modern slavery risks related to our business, and to implement steps to prevent slavery and human trafficking during the financial year 2025/6.

Our Business and Stakeholders

We establish a relationship of trust and integrity with all our stakeholders, which are built upon mutually beneficial factors. The procedures include due diligence of the stakeholder's reputation, respect for the law, compliance with health, safety and environmental standards, and references.

We haven't been made aware of any allegations of human trafficking/slavery activities against any of our stakeholders, but if we were, then we would act immediately against the stakeholder and report it to the authorities.

Risk Assessment

We will conduct a risk assessment of our stakeholders by taking into account:

- The risk profile of individual countries based on the Global Slavery Index
- The business services rendered by the stakeholders
- The presence of vulnerable demographic group
- A news analysis and the insights of labour and human rights groups

This assessment will determine our response and the risk controls that we implement.

County Lines

What is County Lines?

- County lines is a term used by the police and other law enforcement agencies to describe an approach taken by some criminal groups within the UK to distribute drugs and conduct other criminal activities in other areas of the country
- The offenders often originate from large urban areas and use children and other vulnerable people to deliver drugs/ other illegal commodities to customers
- This often involves deception, intimidation, violence, debt bondage and/or grooming
- The proceeds of this criminality are returned to the large urban areas from which the criminality originates.

“The Line”

The County Lines model is linked by a marketed mobile phone line, known as the ‘line’ Traditionally the ‘line’ is kept away from the area where the drugs are sold and a relay system is used to contact those acting as dealers in the county location. Gang members travel between the urban and county locations on a regular basis to deliver drugs and collect cash.

Exploiting Children and Vulnerable Adults

- Typically children are exploited to deliver drugs from the urban location using intimidation, violence, debt bondage and/or grooming
- This is commonly conducted by the child or vulnerable adult using rail networks, taxis, hire vehicles or vehicles owned by vulnerable adults
- Offenders and Organised Crime Groups ‘recruit’ and exploit children and teenagers to deal on their behalf in areas where there is little or no intelligence known about them to frustrate local police intelligence systems
- Children are seen as easily controlled and an inexpensive resource.

‘Cuckooing’

This is a term used to describe activity which often accompanies ‘County Lines’ offending. It involves a local property, generally occupied by a vulnerable person, being taken over by County Lines offenders and being used as a base for their activities. The use of the property is usually secured by force or coercion.

County Lines in our area?

- Historically there has been no intelligence of 'County lines' activity in the Northumbria area. There are indications that this is changing and that this activity is becoming an issue
- The accurate recognition and reporting of 'County Lines' is key to successfully combating this activity and protecting those affected by it.

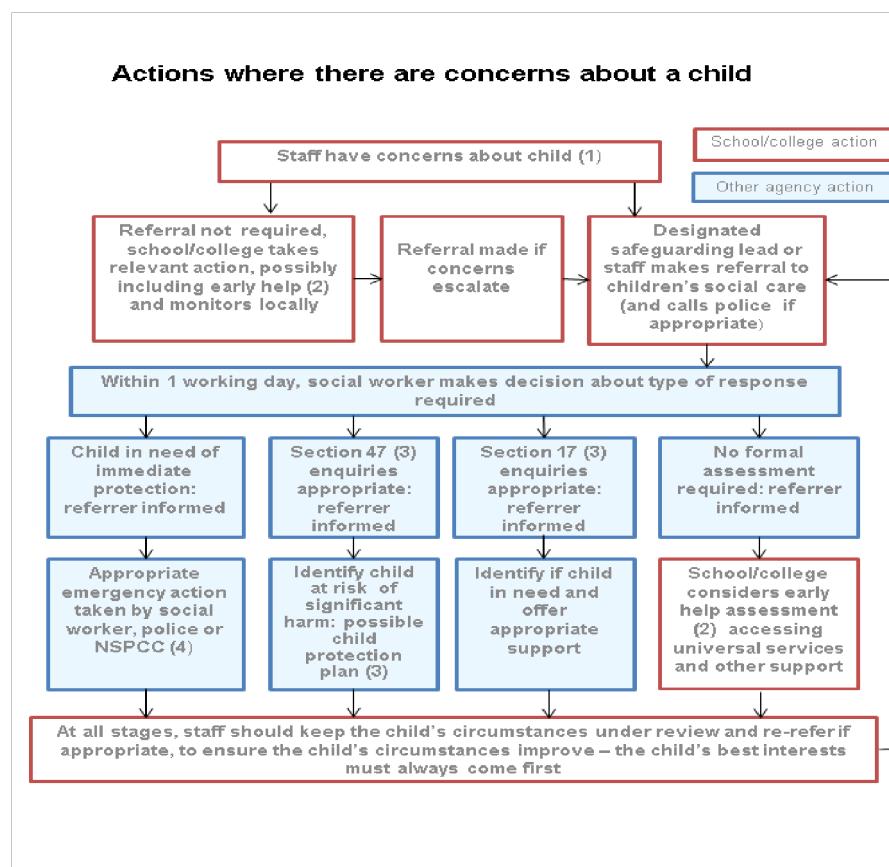
What if I have concerns?

Report via CPOMS any issues you may have on County Lines or if you are aware of any learner who may be involved in this new area of safeguarding.

Contact Northumbria Police by telephone on 101 or 999 in an emergency

Email -forceintelligence@northumbria.pnn.police.uk

Appendix A



Appendix B - Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Appendix C - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of Clitoris
- Type 2 Excision – partial/total removal of Clitoris and Labia Minora
- Type 3 Infibulation - entrance to Vagina is narrowed by repositioning the Inner/Outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable

- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity □ Repeated urinal tract infection
- Disclosure.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix D – Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively.

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right or other extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials □ School buildings must not be used to give a platform to extremists.

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and

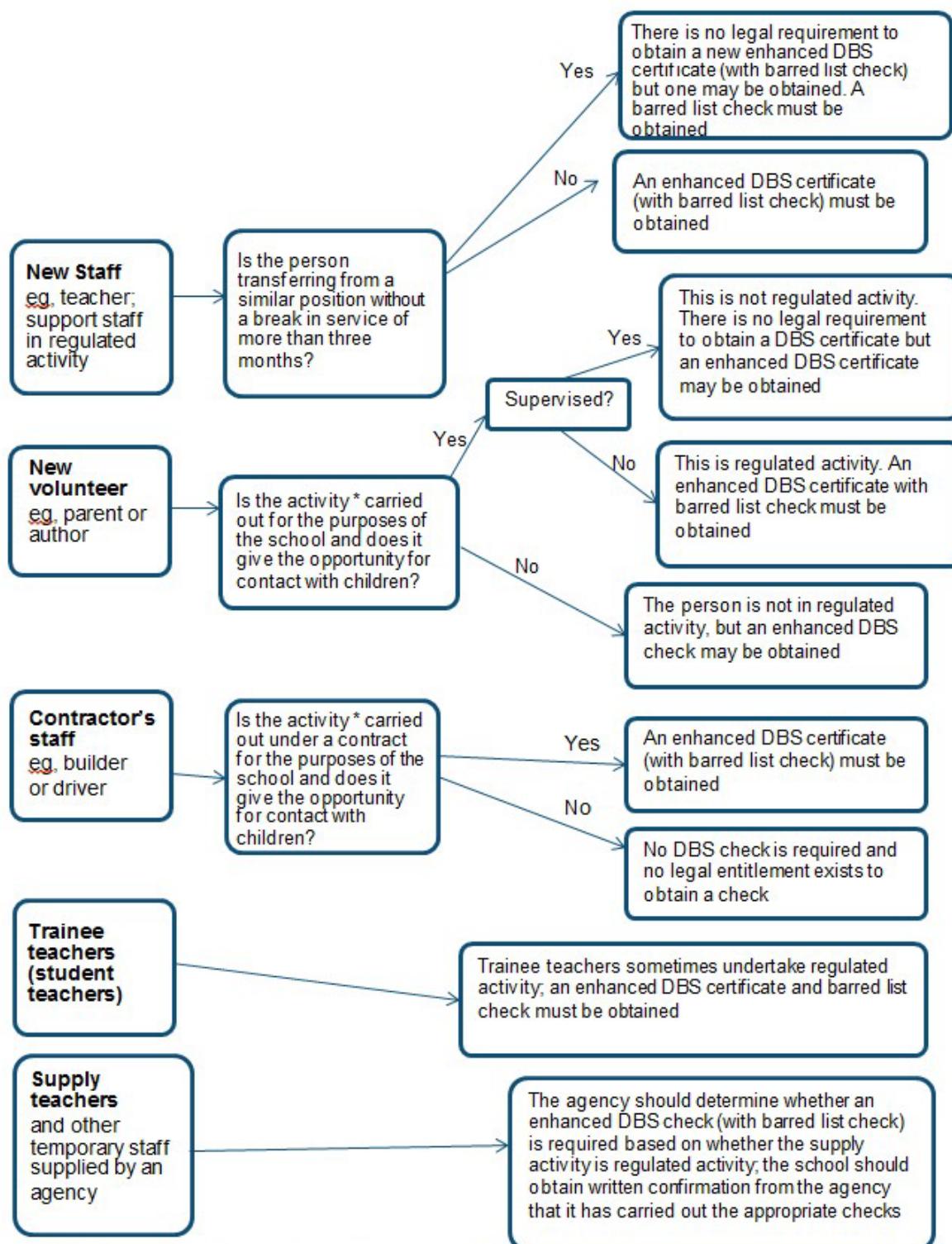
organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



Confirmation that the Safeguarding and Child Protection Policy in respect of Hadrian School has been discussed by the Governing Body:

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____

Minute Reference: _____